

# **DEVELOPMENTAL DISABILITIES**

## **COMPREHENSIVE PLAN**

**2010-2014  
Year One Update**



**proud past, promising future**

**CLARK COUNTY**  
WASHINGTON

**Department of Community Services**

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*Clark County will assist all people with developmental disabilities to achieve full, active, integrated and productive lives.*

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✓ **CHOICE**

✓ **INCLUSION**

✓ **PARTNERSHIPS**

✓ **ACCESS**

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# Clark County Developmental Disabilities Advisory Board

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Susan Cassady  
Autism Specialist, Special Services  
Camas School District

Del Meliza  
Parent

Maradee Potter  
Vancouver School District (retired)

Le Ann Larson  
Prosecuting Attorney, Clark County

Larry Easter, Ph.D.  
Social Sciences, Clark College (retired)

Walt Gordon  
Director, C-Van

Dennis Campbell  
Self Advocate

Tony Johnson  
Employer

Scott Milam  
Parent/Employer

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## Clark County Board of Commissioners

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Tom Mielke, Chair

Marc Boldt, Commissioner

Steve Stuart, Commissioner

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# Clark County

## Department of Community Services

### Developmental Disabilities

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Mary Strehlow, Manager  
Developmental Disabilities Program

Linda Patterson, Program Coordinator  
Developmental Disabilities Program

Patricia McConaughy, Program Coordinator  
Developmental Disabilities Program

.....  
**For more information on Clark County  
Developmental Disabilities please contact:**

Mary Strehlow, Manager  
Clark County Department of Community Services  
Developmental Disabilities Program  
Center for Community Health  
1601 East Fourth Plain Blvd. Bldg #17  
P.O. Box 5000  
Vancouver, WA 98666-5000  
(360) 397-2130 x 7825  
FAX: (360) 397-6028  
TDD: (360) 397-6065  
email: [Mary.Strehlow@clark.wa.gov](mailto:Mary.Strehlow@clark.wa.gov)

FOR ALTERNATIVE FORMATS



Clark County ADA Office  
V (360) 397-2025;  
TTY (360) 397-2445;  
[ADA@Clark.wa.gov](mailto:ADA@Clark.wa.gov)

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# TABLE OF CONTENTS

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EXECUTIVE SUMMARY .....	2	FIGURES AND GRAPHS	
LEGAL MANDATE .....	4	Ages of People Identified by Case Services in Clark County.....	9
CLARK COUNTY MISSION.....	5	Zip Code Boundaries Map .....	10
GUIDING PRINCIPLES .....	5	Persons in Clark County Identified by Type of Residential Services.....	11
INTRODUCTION .....	6	Specialized Service Needs Unserved .....	18
GOAL AREAS & DATA .....	7	Transition Students in the Past.....	19
COMMUNITY INFORMATION .....	8	Transition Students Expected .....	20
FORMAL SYSTEM SUPPORTS .....	12	Family Support in Clark County.....	21
INFORMAL SUPPORTS .....	22	Ages of Individuals Known to Case Services and Clark County .....	27
FUTURE DIRECTIONS .....	22	Specialized Adult Day Program Trends .....	57
EVALUATION.....	28	Clark County Employment Trends .....	58
APPENDIX.....	38		
Community Description			
Community Description Services			
Community Assets/Resources			
Community Partnerships			
Policy Changes			
Data			

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# ACKNOWLEDGMENTS

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*This plan represents the culmination of twelve months of work and dedication by professionals, community volunteers, consumers, and advocates. It is intended to reflect a significant degree of community consensus about the continued roles and contributions that people with developmental disabilities can play in this community.*

*To begin, special thanks are extended to the Clark County Board of Commissioners for their commitment to supporting people with developmental disabilities and their continued interest in developing a long-term strategy for creating and improving opportunities and community programs. The Commissioners have been instrumental in setting policy direction and establishing a leadership role for our local county government.*

*Additionally, thanks are also put forth to the members of the Developmental Disabilities Advisory Board for their active and tireless participation in numerous community meetings and planning sessions. The completed product is truly representative of the advisory board's strong commitment to improving and enhancing the lives of people with developmental disabilities.*

*Furthermore, it is also important to acknowledge the excellent staff assistance on this project provided by Mary Strehlow, the County Developmental Disabilities Manager. Mary's professionalism, knowledge and responsiveness contributed greatly to the quality of this report.*

*Finally, appreciation is offered to John Lund for the excellent technical assistance and the support which he provided throughout the development of this plan. To conclude, appreciation should also be bestowed upon the following groups who provided input and comment: People First, local school districts, State Division of Vocational Rehabilitation, State Developmental Disabilities Case Services, local service providers, family members and other advocates.*

*Susan Cassady, 2011 Chairperson  
Clark County Developmental Disabilities Advisory Board*

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# DEVELOPMENTAL DISABILITIES

## EXECUTIVE SUMMARY

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### Mission Statement

*Clark County will assist all people with developmental disabilities to have the opportunity to achieve full, active, integrated and productive lives.*

For 20 years there has been significant change in the systems and supports for individuals with developmental disabilities. When the first Comprehensive Plan was published in 1990, local services reflected the initial stages of supported employment, and large congregated group homes dominated residential options. Most people worked in large sheltered workshops with slots rather than having access to individual funding. A new program called Community Access was created for 12 individuals who had retired.

Funding for young adults transitioning from local school districts had never been appropriated by the Legislature. Those young people who graduated from our local school districts went home to wait for adult services to become available. Adults waiting for service at that time almost equaled the number of adults being served.

By 1990 all children had some access to early intervention services due to wonderful local partnerships. Unfortunately, screenings for developmental delays were irregular and unfunded. There was limited outreach to inform families that these services were available for their children. Although some inclusion was desired, it was not often achieved and services were primarily found in developmental centers.

Since the Comprehensive Plans in 1996 and 2003, the systems and supports for people with developmental disabilities have continued to change dramatically. Adults are now employed in community jobs through supported employment, self employment, or working on their individualized path to achieve employment (Pathways). Community Connections (Community Access) serves 6 people who have retired from their jobs. The numbers of children and adults receiving county funded services and supports have more than doubled since the 1990 Plan.

The first funding allocation for students exiting local school districts with developmental disabilities was in 1991. Over 300 young adults have since received county services. Young people and their families selected the services they desired and 94% requested community jobs. Since 2003, projects with local school districts have increased the expectation from students, families, and teachers that young adults will have the opportunity for jobs, a place in the community, and friends. The emerging trend at this time is that young people with developmental disabilities will leave school with a community job. This trend is expected to continue as the expectations for jobs, wages, and opportunities expand and education programs continue to improve their work outcomes for all students.

Early Intervention services have moved toward natural environments. Families are now able to receive a variety of services in the location of their choice. Plans are developed which support the family as well as the child experiencing a delay. Community Partnerships have long been a core element of the local Developmental Disabilities system. Businesses, neighborhoods, schools, and government are all acknowledging the gifts and contributions that citizens with disabilities make. As people experience education together, work as co-workers in local businesses and become neighbors together, services continue to evolve and the partnerships will expand.

### Values/Principles

The Developmental Disabilities Program will reflect the following values for individuals with developmental disabilities and their families.

#### ✓ **Choice**

Services and supports will be individualized and customer driven. Individuals and families will have the power, authority, and ability to personalize and direct supports to achieve life typical of community members.

#### ✓ **Inclusion**

Individuals with disabilities and their families should have opportunities for natural interactions and participation in all aspects of community life.

#### ✓ **Partnerships**

Clark County promotes active partnerships including business, education, service providers, and neighborhoods in order to ensure that all individuals with developmental disabilities and their families have the opportunity for formal and informal supports. Formal supports and services should foster independence and personal growth while informal supports should encourage friendships and community membership.

#### ✓ **Access**

Individuals with disabilities and their families in Clark County should have access to the supports needed to live, work and fully participate in local community life.

In 1996, the number one public request of the County and the Developmental Disabilities Advisory Board was for Information/Education and Advocacy. By 2003, Employment had reemerged as the number one request. Both Employment and Information/Education and Training/Technical Assistance have been major thrusts for the Clark County Developmental Advisory Board during the last 5 years. Both are increasingly intertwined in the provision of high quality services and the development of good jobs for

people with developmental disabilities. Employment continues to be the number one request for 2009/2010. The interdependence between good Information/Education, training and quality employment outcomes for individuals is expected to increase as the job market remains tight during this difficult economic time and expectations continue to rise.

Never before has there been such a broad effort to enlist public input for the Comprehensive Plan. There have been a variety of surveys with families and public meetings with the Developmental Disabilities Advisory Board. Finally there have been additional meetings with other system partners such as providers, education, and other state/local programs.

The continued focus of supports and services now and into the future will be the emphasis on individual interests and abilities, personal informed choice, support to families, and inclusion into all aspects of community life. In Clark County, as well as throughout the country the principles of self-determination have evolved. Freedom, control of resources, support, and responsibility are now melded into the local service system.

Individuals and families all direct the supports and services they receive. There is support to negotiate and be involved in what is purchased and people are encouraged to be active partners in all services provided through the county. Individuals receive assistance in creating a plan and exploring all potential resources to implement that plan. The use of multiple resources as well as generic resources and natural supports will continue to be explored during the next five years, especially as state and federal budgets remain constrained. In addition, Clark County and the Developmental Disabilities Advisory Board will stress those activities that encourage the community to include and value the gifts and contributions that people with disabilities have to offer.

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## LEGAL MANDATE

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To coordinate and provide services to people with developmental disabilities and their families and provide the following indirect services to the community.

- 1) Serve as an information and referral agency within the community for persons with developmental disabilities and their families;
- 2) Coordinate all local services for persons with developmental disabilities and their families to insure the maximum utilization of all available services;
- 3) Prepare comprehensive plans for present and future development of services and for reasonable progress toward the coordination of all local services to persons with developmental disabilities.

RCW 71.A

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# CLARK COUNTY MISSION STATEMENT

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*Clark County will assist all people with developmental disabilities to have the opportunity to achieve full, active, integrated and productive lives.*

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## VALUES/PRINCIPLES

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The Developmental Disabilities Program will reflect the following values for individuals with developmental disabilities and their families.

### ✓ **Choice**

Services and supports will be individualized and customer driven. Individuals and families will have the power, authority, and ability to personalize and direct supports to achieve a life typical of all community members.

### ✓ **Inclusion**

Individuals with disabilities and their families should have opportunities for natural interactions and participation in all aspects of community life.

### ✓ **Partnerships**

Clark County promotes active partnerships including business, education, service providers, and neighborhoods in order to ensure that all individuals with developmental disabilities and their families have the opportunity for formal and informal supports. Formal supports and services should foster independence and personal growth, while informal supports should encourage friendships and community membership.

### ✓ **Access**

Individuals with disabilities and their families in Clark County should have access to the supports needed to live, work and fully participate in local community life.

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# INTRODUCTION

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This is the fourth Developmental Disabilities Comprehensive Five-Year Plan developed by Clark County. It provides an overview of programs and initiatives that can be of significant benefit to Clark County citizens with developmental disabilities. Emphasis in this plan is placed on efforts that will most likely enable people with developmental disabilities to be productive, active and vital members of the community throughout their lives.

The responsiveness of our community is contingent upon accurate understanding of the strengths, needs, issues, and trends related to individuals with disabilities and their families. This plan summarizes the information and explains the increasing demand for services and supports that better enable individuals to live as independently as possible and participate actively in their community.

Specifically targeted are the estimated 7330 children and adults with developmental disabilities that now reside in Clark County. It is comprehensive in the sense that reference is made to a wide variety of support needs and program initiatives. Particular attention has been placed on those aspects of the service system that are regarded as the primary responsibility of the public sector to implement or that the public sector can stimulate.

The plan also places a strong emphasis on community education/information, infrastructure development, advocacy, and technical assistance/training efforts. These efforts are increasingly important as more creativity and skill are needed to effectively provide services while resources have been consistently constrained due to the recent economy.

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# GOAL AREAS

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The Developmental Disabilities Comprehensive Plan for Clark County builds on an agenda and direction for services for people with developmental disabilities that was originally begun in 1990. This current plan is expected to set the direction for services and community interaction through the year 2014. Goals were based on a number of considerations including a critical review of the current service system, trends at the local, federal, and state levels of government, as well as community input from people with developmental disabilities, families, friends, advocates, and service providers.

The following goals were developed during the planning process which included a series meetings and surveys that sought to enlist public input into the process. These goals will be reviewed annually in order to track progress, reflect system changes, and respond to rapidly changing political, social, and economic environments.

## **Employment**

Expand the development of job opportunities for all working age adults which encourage career progression and are responsive to an individual's personal interests, strengths, and support needs. Jobs should promote inclusion, foster natural supports, and work towards full employment.

## **Transitioning High School Students**

Insure that all students with developmental disabilities graduating from high school have access to a job, appropriate formal or informal job supports, or additional educational opportunities as well as other needed community supports or linkages.

## **Transportation**

Increase access to quality public transportation in all areas of Clark County.

## **Housing**

Expand access to safe, affordable, and accessible housing throughout Clark County including opportunities for home ownership.

## **Recreation/Leisure**

Expand opportunities for individuals to be included in recreation, leisure, and neighborhood activities. Leisure opportunities should emphasize personal interests and connections with other community members.

## **Early Intervention**

Assure that families are aware of and can access early intervention services for infants and toddlers age birth to three.

## **Aging Issues**

Encourage participation in community opportunities for individuals with disabilities who are now seniors.

## **Healthcare**

Improve access to appropriate, quality healthcare for people with developmental disabilities.

## **Community Information & Advocacy**

Expand information/education efforts throughout the community in order to better inform individuals with developmental disabilities and their families of opportunities, choices, and issues as well as increasing public awareness of the community at large. Continue strong advocacy in the areas of employment, early intervention, education, transportation, recreation and family support.

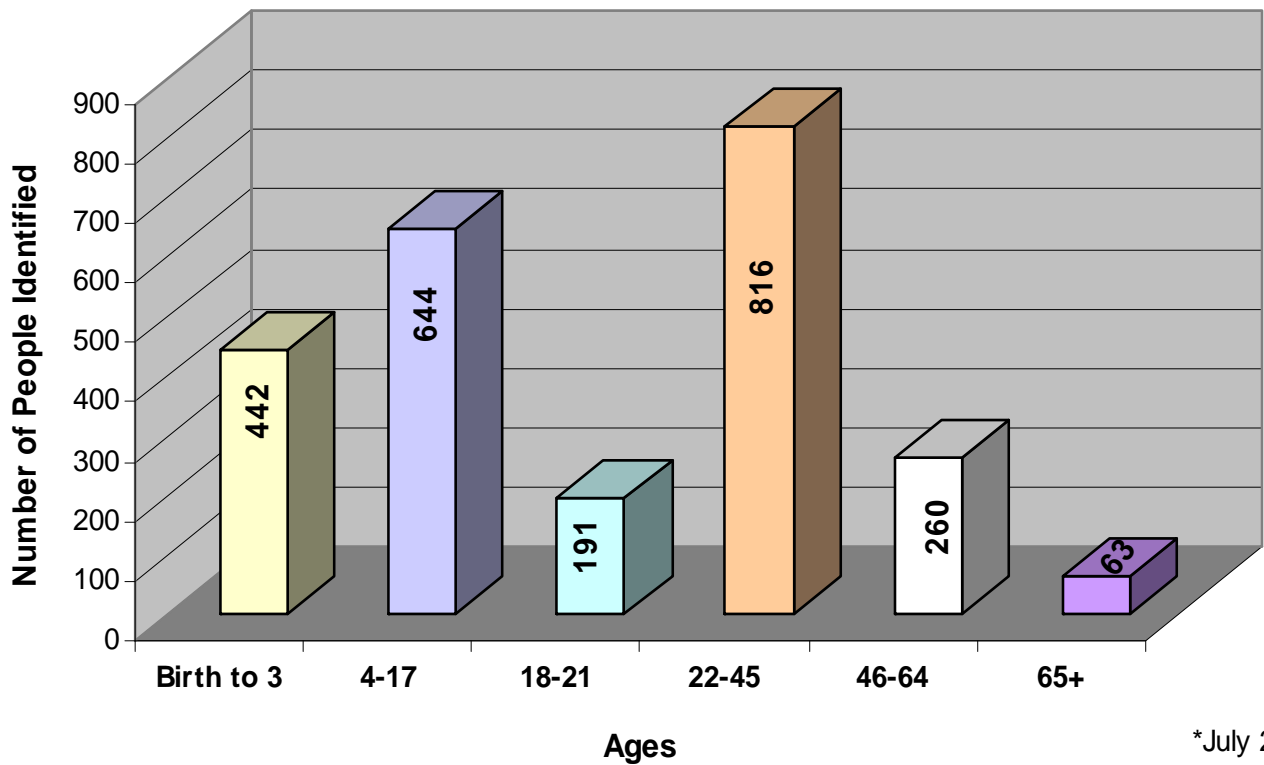
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### **In Washington State a Developmental Disability is defined as:**

- Being attributable to intellectual disability, cerebral palsy, epilepsy, autism, another neurological or other condition found by the department to be closely related to intellectual disability or requiring treatment similar to that required for individuals with intellectual disability which:
  - Originates prior to age eighteen
  - Is expected to continue indefinitely and
  - Results in substantial limitations to an individual's cognitive and/or adaptive functioning
- Children age 6 through 9: May be determined eligible due to developmental delays applicable to children under age 6 or other eligible conditions applicable to person age 10 and older.
- Applicants age 10 and older: Must meet eligibility criteria for intellectual disability, cerebral palsy, epilepsy, autism, another neurological or other condition similar to intellectual disability with an IQ of 69 or below.

Based on population and prevalence formulas, there are approximately **7,276** children and adults with developmental disabilities who live in Clark County. Currently **2,416** individuals are known to the State Division of Developmental Disabilities and are eligible to receive state funded services.

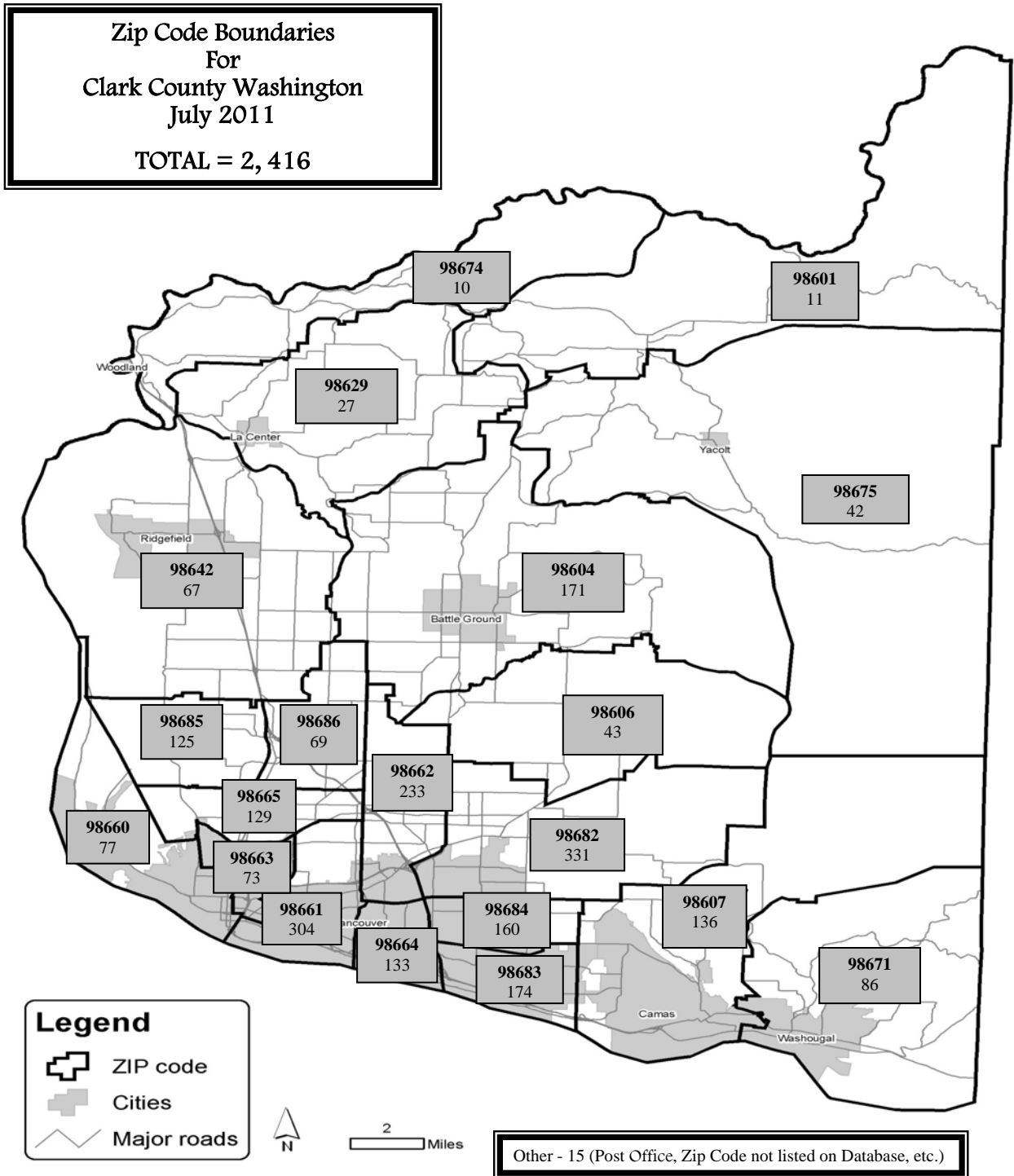
### Ages of People Identified by Case Services in Clark County Total = 2,416



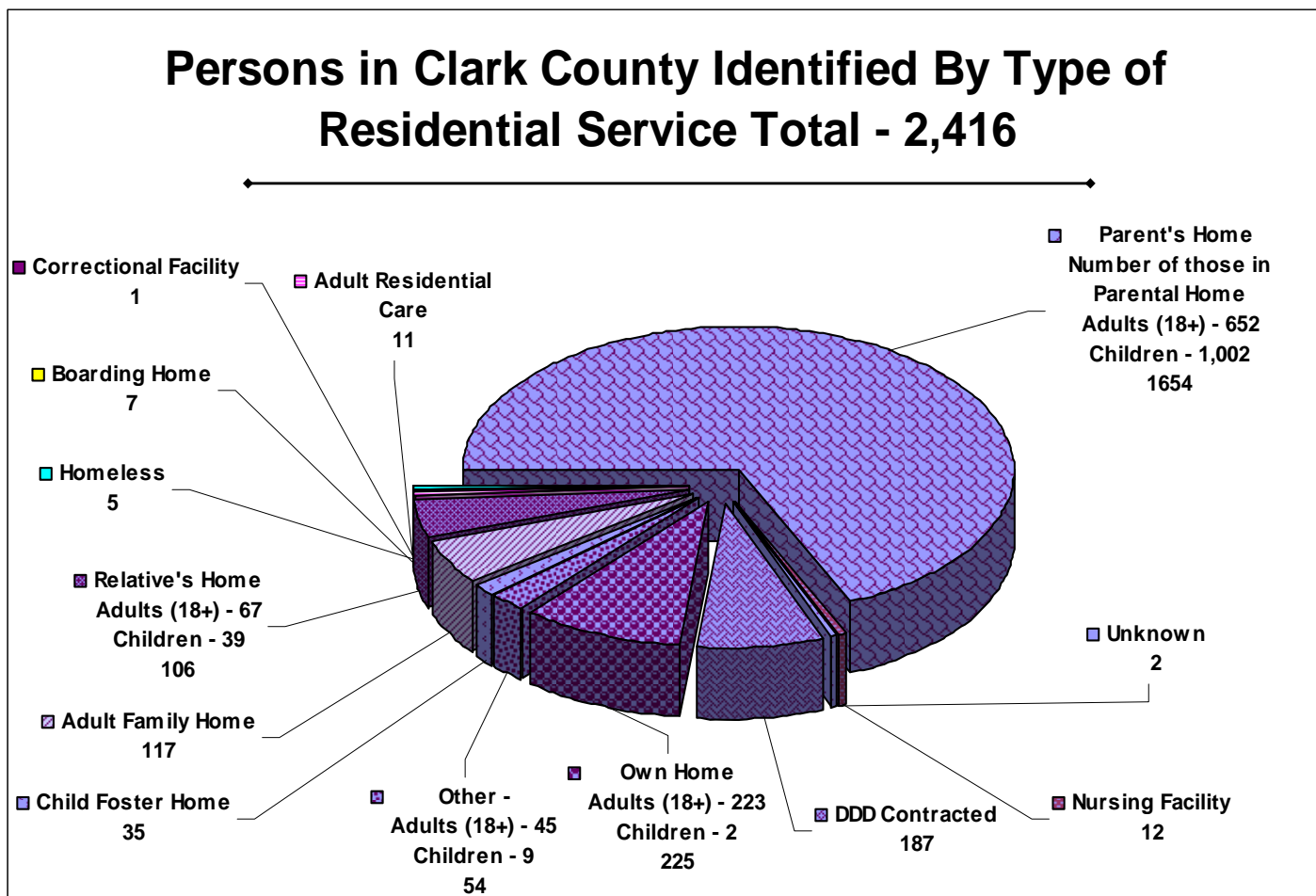
\*July 2011

People with developmental disabilities live in a variety of settings throughout the county. Although most children live with their families, 35 children with developmental disabilities live in foster care in the county

The figure below shows the number of children and adults with developmental disabilities known to the state case management system living in each zip code area.



The following data is based on those individuals known to state case services. Most children and many adults live at home with their families. There are 223 adults who live in their own homes with no formal support services. The remaining adults live in either residences with supports that are designed for people with developmental disabilities or in homes with generic formal support programs sponsored by the Washington State Department of Social and Health Services that provide long-term care.



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# FORMAL SUPPORTS

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## Current Service System

The developmental disabilities system represents a system shared by both the state and the county. Washington's State Department of Social and Health Services, Division of Developmental Disabilities is mandated to provide or fund services for eligible children and adults with developmental disabilities. Services are provided to the degree that funding is available through state legislative appropriations and local designated dollars.

Case management services and state institution services are provided directly by state employees. Family support services such as respite care and community based residential programs are contracted from the state to local service providers. Other services including early intervention, employment and employment training, and community connections are provided through state contracts with each county as well as local county funding. Recreation and leisure programs have been supported through local efforts, nominal fees paid to the specific programs, and volunteers. Access to all programs, which have state funding, is through the state case management system.

In addition to funding direct services, counties are mandated to provide information and referral, plan for the development of future services, and coordinate all local services for persons with developmental disabilities and their families. Clark County also has a heavy emphasis on training, technical assistance, and infrastructure development for both services and the community

Economists generally believe that the US is pulling out of the largest recession since the depression of the 1930's. Cuts to services have been and continue to be significant and supports to people with developmental disabilities are seriously affected by the constraint in state and local budgets as well as the general economic situation. During the course of this Plan, the current system will also have to retool and adjust as the state and county adjust to altered revenues and new ways of doing business.

More than specialized services, individuals with developmental disabilities need the ordinary, everyday things that all people need (i.e. employment, a place in the community, and friends). Beyond that there are a variety of specialized services in Clark County designed for children and adults with developmental disabilities. While individuals and their families may need supports from a variety of formal and informal systems, the listing here primarily represents formal specialized supports found in this community.

## **Services for Children**

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There are a number of programs and services available to children birth to three years of age who experience developmental delays and their families within Clark County. Some programs are designed specifically for children who have significant developmental delays. These early intervention programs provide support and training for families as well as needed therapeutic services to children. Currently there is an emphasis on providing services and supports to children in typical places and supporting families to carry out much of the teaching and therapy within a child's daily routine.

Training and education for parents, support groups for families, integrated pre-school, adaptive equipment, and specific individualized therapies are all services currently available. Since the fall of

1989 local school districts and Educational Service District (ESD) #112 have been collaborating with Clark County to fund the services for children birth to three. The involvement of school districts became a statewide mandate in 2009. The Clark County Infant Toddler Early Intervention Program and ESD #112 have enhanced community outreach efforts and they are maximizing the resources and options available to infants and toddlers with significant developmental delays and their families.

### **Information/Education**

The availability of information and opportunities for training are very important to most families of children and adults with developmental disabilities. Throughout Clark County there are generic parent education programs and classes. Clark College for example offers parent education classes for families of children with and without disabilities. Parents enroll as students of the college and participate with their children in a variety of developmental experiences.

In addition, some specialized information opportunities have developed to better support the needs of families whose children experience a substantial delay or developmental disability.

### **Family Resource Coordination**

The Clark County Infant Toddler Early Intervention Program (ITEIP) offers information and referrals to assist families in accessing services for young children with possible developmental delays. This service is designed to assist families and non-specialized service providers. The information, assistance, and support are primarily used when families are making decisions about services or connecting to community resources shortly after a delay has been identified.

### **Parent to Parent**

The Parent to Parent Program connects families to local support groups, provides information, and shares resource ideas. This program also facilitates connecting parents of children with disabilities and delays with other parents in natural ways.

### **Parent Coalition**

The Clark County Developmental Disabilities Parent Coalition is a program sponsored by the Clark County Developmental Disabilities Program. Its purpose is to provide people with disabilities and their families with a support system that:

- Links them with their natural support system – the community and helps them to better understand and access various systems.
- Involves them in decision making at the state and local levels.
- Provides current, accurate information and networking opportunities.
- Forms a power base to advocate for the needs of people with disabilities in our community.
- Helps new parent groups get established and serves as a resource for leadership and leadership development in new and existing groups.

Parent Coalition plays a major role in furnishing information to families of children and adults with developmental disabilities who live in this community

### **Family Support**

Currently, the Division of Developmental Disabilities provides funding to families both directly and indirectly to assist them in maintaining individuals at home with parents or relatives. Funds are used for a variety of goods and services such as respite care, attendant care and specialized therapies.

## **Services for Adults**

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The major focus of services for adults with developmental disabilities is employment and community participation and inclusion that will lead to employment. Employment offers all individuals, with or without disabilities, access to other citizens in the community, a way out of poverty, and independence from any service system. In some situations where employment is not possible right away services are available that assist individuals on a path to employment by supporting individuals to participate in their communities and strengthening relationships with other community members.

### **Personal Agents**

Personal Agents are individuals who provide information and technical assistance to individuals with disabilities and their families. They often provide intensive third party planning, explain the service system and resources, and assist as needed in negotiating the use of individualized funding to purchase needed supports and services. This service is short term and meant to be used only to the degree needed by individuals and their families.

### **Benefits Analysis**

As personal income for people with developmental disabilities has increased, the complexity of managing finances and benefits has also increased. Benefits analysis is the review of and planning for the use and coordination of an individual's benefits. A trained professional who is experienced in Social Security and SSI regulations as well as other resources that may be available to assist people with disabilities.

## **EMPLOYMENT**

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There are two broad categories of employment services available to adults with developmental disabilities in Clark County. These are Competitive Employment and Supported Employment.

### **Competitive Employment**

The Division of Vocational Rehabilitation (DVR) has primary responsibility for competitive employment programs. DVR can provide short-term vocational assessment, placement, and training. Since people are seldom followed once they are placed on a job, individuals must rely on their own skills to maintain themselves in the job. This alternative offers individuals a wide range of work choices and possibilities but no long-term support.

### **Supported Employment**

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Supported employment is paid, competitive employment for people who have severe disabilities and a demonstrated inability to gain and maintain traditional employment. Supported employment occurs in a variety of normal, integrated business environments. (AAMR-2001). Further, supported employment includes pay at minimum wage or better, support provided to obtain and maintain jobs, and promotion of career development and workplace diversity. Support is provided to consumers, employers, and/or coworkers through activities such as on-the-job training, support to maintain the job, and long term assistance. Supported Employment is conducted in a variety of settings and work sites in which persons without disabilities are employed, as well as self-employment.

Supported Employment is different from traditional rehabilitation services. Traditional services focus on short-term assistance and training in order to produce long-term employment. For many people with

disabilities, initial training and assistance of short duration will result in meaningful and lasting competitive employment. For other people who have more severe disabilities, short-term support will be insufficient for obtaining and maintaining employment. It is for these individuals that Supported Employment is designed.

There are two approaches to Supported Employment depending primarily on the support needs of the individual.

### **Individual Supported Employment**

Individual Employment establishes employment opportunities for individuals with severe disabilities in local business or industry on a one-person/one job basis on jobs at or above minimum wage. A support organization develops the job based on an individual's interests, assists with training the individual and then provides ongoing support and retraining to the individual, the employer, and/or co-workers. Self-employment has emerged as an option for some individuals. The support organization assists the individual with the mutually agreed upon details of the individual's business.

**Individual employment continues to be the preferred employment option for the county and the state. It is the most requested service and the priority for county funding. Wages tend to be higher and opportunities for inclusion greatest in this type of employment service.**

As individuals who are employed proceed on their employment path, career development & asset building become the focus of services and supports.

### **Group Supported Employment**

Group Supported Employment is an approach in which a group of individuals perform work tasks within a host company in the community or as part of a crew that travels site to site. An agency provides supports to the individuals and works with the company. A trained supervisor is always at the work site. Payment for work performed may be above or below minimum wage but is always commensurate with pay to others within the host company or the general local job market. Workers with disabilities receive the same benefits with respect to working hours, lunch and break time. This approach maintains some of the benefits of integrated employment while providing continuous support and training. It can be considered to be a part of an individual's path to employment.

## **Recreation and Leisure**

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Recreation and leisure opportunities for children and adults with disabilities are important contributors to quality of life. Currently, there is a wide variety of opportunities with varying degrees of support available.

### **Community Connections**

Community Connections was designed for those adults who are at least 62 years of age and have retired from employment primarily due to age. It focuses on personal independence, community participation, life enjoyment and enrichment through special assistance, advocacy, education and connections to activities enjoyed by people without disabilities of a similar age.

Community Connections services aim to assist individuals with disabilities to make meaningful connections with their communities through the use of generic opportunities, natural supports, and typical community associations.

## **Parks and Recreation Programs**

Parks and Recreation activities provide the opportunity for people of all abilities and backgrounds to meet and share time with each other in ways that encourage friendship to take root and flourish. The Vancouver-Clark Parks and Recreation Department offers both specialized opportunities for children and adults with disabilities and they also welcome and support all individuals into their general programming. Classes might include: individual sports programs (such as swimming, jogging, weight lifting, and skiing), craft classes (such as pottery, woodcrafts, or macramé), or outdoor activities (such as hikes, day trips to different events or areas of interest). Usually a fee is required. The Vancouver-Clark Parks and Recreation Department sponsors most of the programs offered in Clark County. In addition, there is a summer day camp, which is popular with families of children with disabilities.

## **People First**

People First is a self-advocacy group where people with disabilities join together to learn their rights and responsibilities as citizens in our community. The group meets weekly and is open to anyone over the age of eighteen (18). This is an active group that sponsors candidate nights and other political activity as well as recreation and learning opportunities for members.

## **Education**

Clark College offers education classes. Individuals enroll in generic Clark College classes when the classes meet the needs of an individual student. Some individuals have worked out modifications to classes and accommodations that have enabled their participation in general Clark College classes. There is increased interest in higher education options for young adults with developmental disabilities

## **Residential Services**

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Residential programs provide supports for eligible adults within a variety of different living alternatives. They are operated under contract with the State of Washington, and the Division of Developmental Disabilities provides oversight. Upon request, case management makes the referral to a community residential provider. The options available currently in Clark County are all non-facility based.

The following are residential program options in Clark County:

### **Independent Living**

This is not actually a service or a program. More people with developmental disabilities, than ever before, live in their own homes or apartments without formal or paid supports. Occasionally, this option incorporates low-income, section eight housing as well as informal supports, such as assistance from family, friends and companions or roommates.

### **Supported Living**

Supported Living is a non-facility based residential service. Supports are provided to individuals who live in their own homes or apartments in the community. Support organizations are certified by the state to provide support and training from a few hours per month, up to twenty-four hours per day. Individuals pay their own rent, utilities, food, and personal expenses while the state pays for the staff that provides support and training.

### **Adult Family Homes**

Adult Family Homes are not funded by the State Division of Developmental Disabilities, but have become a primary option during the past few years because they are one of the most available residential

choices for people with developmental disabilities. These homes are licensed and regulated by Residential Care Services under the Department of Social & Health Services. Providers are paid a service fee, often funded by an individual's SSI check and Medicaid personal care, for room, board and supervision or care. These homes are not required to provide training or habilitative services but may receive additional monies for doing so. They vary greatly in the quality of care and training provided to residents.

### **Companion Homes**

The Companion Home is a newer model of 24-hour support and care. Providers must be willing to make a commitment to the individual to share their home, including him/her as a fully participating member of the household. Other services include supervision, personal care, transportation, providing activities and all other necessary support. This option has worked particularly well in Clark County for individuals with greater support needs and those who experience autism.

### **Living with Family**

Living at home may be an option for some families with adult children who have disabilities. Since families who select this option may not always be able to care for their children, long range planning is critical for all persons in the areas of housing, guardianship, day program needs such as employment and recreation. At the present time, most transitioning students must live at home unless crisis or other unusual situations exist. Other families may be exercising this option due to lack of alternatives and lack of access to suitable alternatives. The Division of Developmental Disabilities case manager can assist families with some service options if the individual chooses to remain at home.

The mere presence of any of these living alternatives does not ensure that adults with severe disabilities will have access. Waiting lists are long and may exclude some individuals.

Clark County has made substantial progress in the development of housing for people with developmental disabilities. Specialized non-profits have been able to access local, state and federal funds to support infrastructure development which increased the availability of affordable, accessible housing. Home ownership is a slowly growing option, which will allow individuals to build equity and stabilize their housing costs.

There continues to be a lack of residential support and training services. This is particularly true for young adults graduating from special education programs. Some families have become creative in developing their own informal supports, but not all families are able to arrange this, especially if an individual has higher support needs.

## **Specialized Service Needs**

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Children and adults with developmental disabilities have consistently demonstrated abilities beyond the expectations of professionals, families, and service providers. This, plus the fact that education, training, and technology continue to advance at rapid rates results in a service system and community that are faced with constantly changing support needs of people with disabilities. In addition, more and more young adults with developmental disabilities have had the benefit of special education and early intervention. The expectations and abilities of these young adults and their families reflect the effort and advancements of both the special education system and early intervention services. Technological advances, increased abilities, and expectations continue to change what is requested and needed from all systems that provide services to children and adults with developmental disabilities.

Although the use of generic, natural supports is encouraged and growing, it is anticipated that there will

continue to be a need for services specifically designed to support individuals with developmental disabilities and their families.

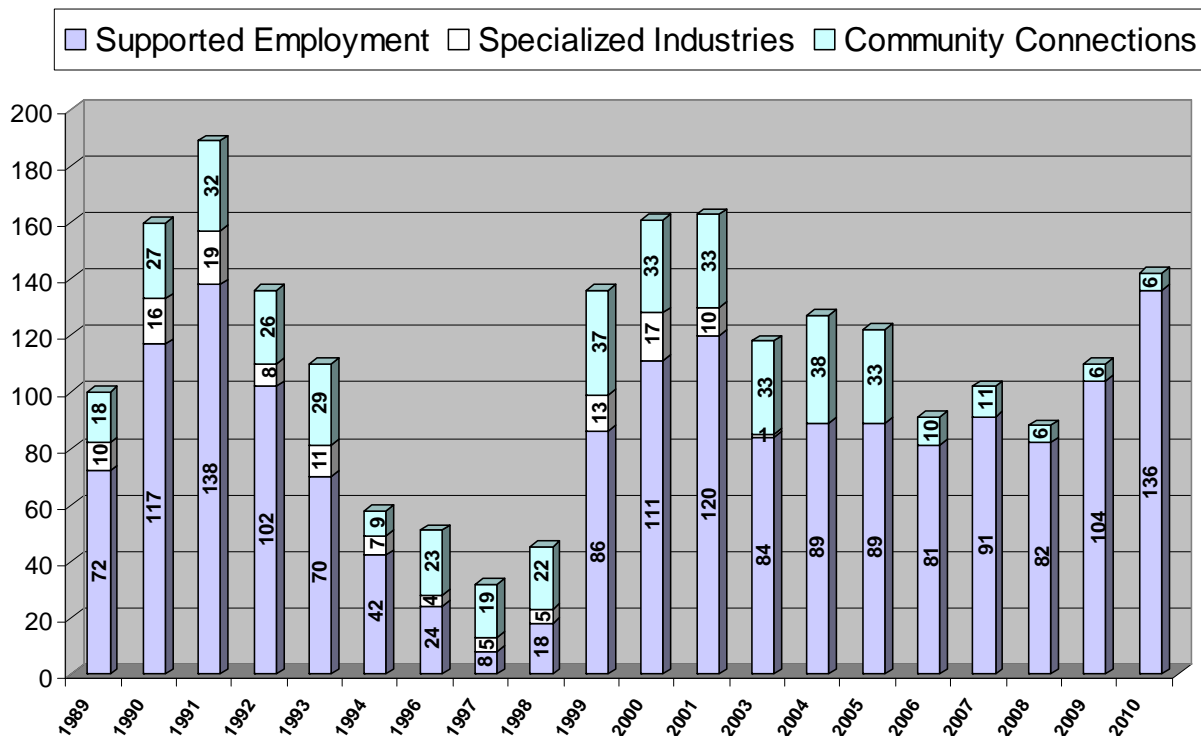
Generally, supports and services to people with developmental disabilities are not based on individual or family income. Eligibility is contingent upon level of disability or delay. While children with developmental disabilities are born into families at all income levels in the county, over 90 percent of adults with developmental disabilities have incomes below the poverty level. As adults with disabilities continue to progress with better jobs and career advancement, this situation is changing slightly.

## LOCAL SERVICE NEEDS

The following is information from state case services regarding the local needs of individuals eligible for services through Washington State Division of Developmental Disabilities. Information about residential service needs is no longer maintained by the state.

*This graph represents the specialized service needs of individuals who at this time remain **unserved**.*

### Clark County Specialized Service Needs Unserved Adults



*Based on active annual state case services data*

*Official data on unserved individuals (as compiled by the state) represents only a fraction of the total unserved population.*

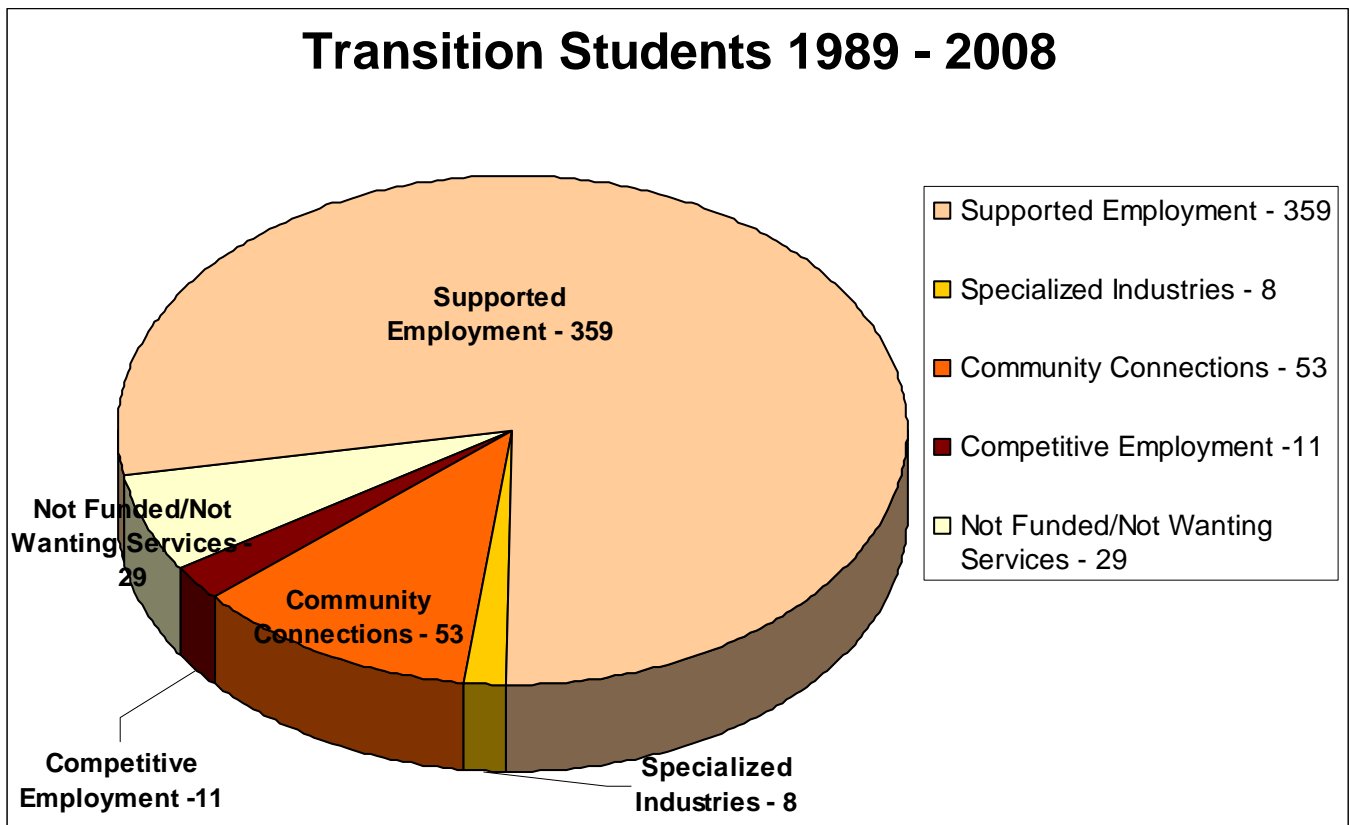
## Employment & Day Program Services

As of December 2010, there are estimated to be a minimum of 136 individuals on a waiting list for supported employment. The unserved number is expected to grow as young adults exiting special education during this plan leave school without access to services. It also grows as individuals move into Clark County without funding for services and as others become aware of services and families have not as yet connected with the state.

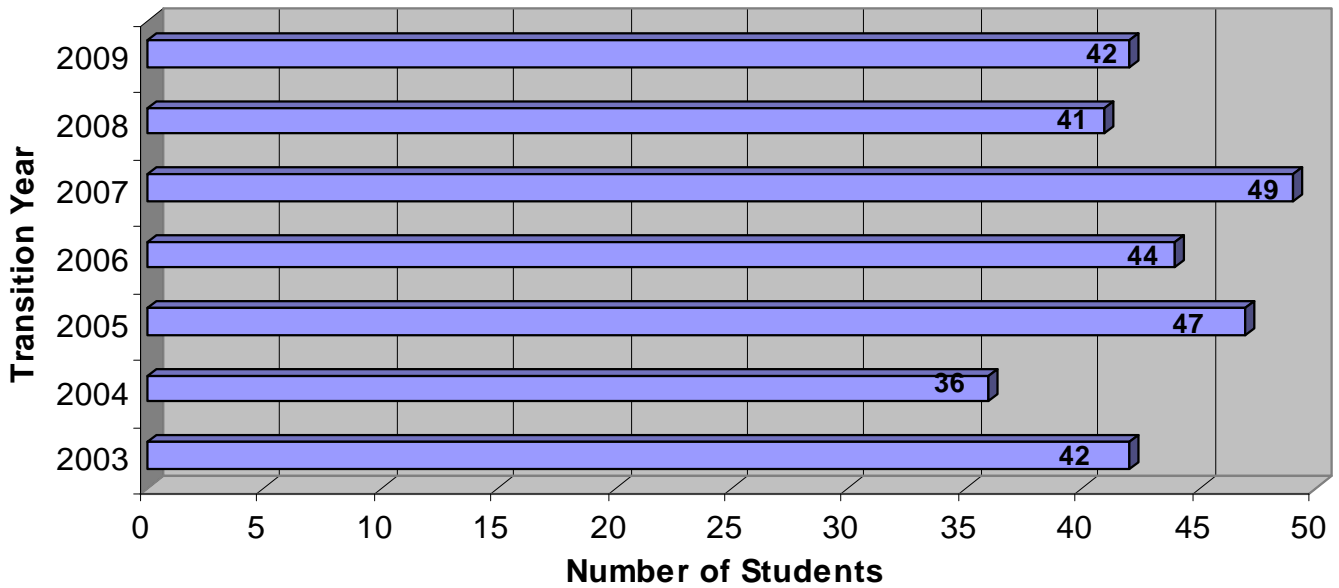
### Transition

During the previous five-year plan, services to students transitioning from special education continued to be a priority. From 2003-2008 there were **283** young adults who transitioned from special education. Of that number only **135 or 47.7%** were served by county employment programs. As funding became more and more limited during this decade, the waiting list for services grew by **21%**. Most people who were added to service during the last five years were young adults leaving school on a Medicaid Waiver, in a job prior to exiting school, or already open with the Division of Vocational Rehabilitation. This trend is expected to continue as long as funding is limited.

The following chart identifies the services requested and received from 1989 through 2008 by transitioning students and their families.

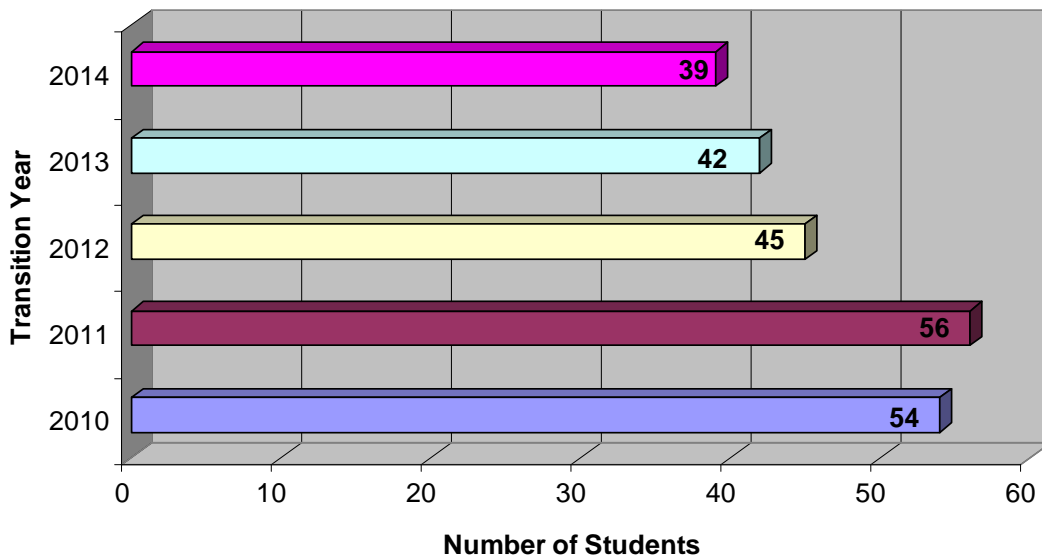


### Number of Transition Students 2003-2009



Services to young adults are again a high priority of both the Clark County Developmental Disabilities Advisory Board and the community. During the course of this plan a minimum of **236** students are expected to graduate from local school district programs, and the requests for employment and other services are expected to be even greater than in previous years.

### Minimum Number of Transition Students Expected for 2010-2014



# Family Support

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Support to families of individuals with developmental disabilities is very important to maintaining the health and energy of families

The average number of families receiving Family Support Services through the State Developmental Disabilities Services monthly is 151. There continues to be 470 people with unmet needs and the lack of available services is producing a crisis.

- **SERVED**                    *151 (October 2009 data)*
- **UNSERVED**                *470 (October 2009 data)*

## System Capacity

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The capacity of the service system has not kept pace with the need and demand for services. This is demonstrated by growing waiting lists for services all across Washington State. In some cases during this difficult economic time, people have lost some or all service. Clark County has also experienced this lack of adequate resources. As long as federal, state, and local resources for social services continue to decline, the problem is expected to grow. Creativity is necessary in order to be as efficient as possible with the scarce resources available.

Clark County's service system for people with developmental disabilities has been developing many strategies to cope with this situation. One method is to continue developing collaborative relationships with other systems which reduce duplication and maximize the use of all available resources. Collaboration with the public schools to adequately meet the needs of children birth to three and their families and the Clark County Schools Project for Transition are examples of this effort. School districts in Clark County are increasingly exiting young adults with jobs as a result of the increased partnership and training. Developing creative ways to work with businesses that employ people with developmental disabilities continues to be important in order to expand the capacity of the current formal service system. One essential way to maximize resources is for individuals to more effectively utilize Social Security Benefits and Ticket to Work. The expanded use of Work Incentives such as the Plan for Achieving Self-Sufficiency (PASS) and Impairment Related Work Expenses (IRWE) is a priority for the County and State which has been increasingly used to expand the resources available for employment supports.

As the number of individuals who experience autism and other disabilities which can be associated with challenging behavior increase, collaborative efforts are necessary in the areas of healthcare and mental health services. In order to maintain and increase employment, partnerships with Vocational Rehabilitation and public transportation are critical. Never before has it been so important to work in partnership and to eliminate duplication of effort whenever possible. Well trained, competent providers of services in all systems in Clark County are important in order to provide the most effective and efficient services possible.

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## INFORMAL SUPPORTS

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People assist each other at work every day; neighbors support each other informally in a variety of activities, churches come to the aid of their members and others by providing transportation, emotional support, and sometimes meals. Not all assistance in life comes from a formal service system or organization. This is true for people with and without disabilities.

Many of these informal community supports have systematically over the years been eliminated in the lives of people with developmental disabilities. With the advent of formal services, often willing informal supporters are overlooked and excluded. While neighbors, friends, and extended family cannot be expected to replace the formal services, neither can formal support services replace the informal sharing between friends or assistance given and received without a service plan.

In Clark County there are an increasing number of individuals with developmental disabilities becoming employed with little support from the formal service system. Employment programs are increasingly building on the natural supports between coworkers so that informal supports can be in place when the formal program is not there.

During the course of this five-year plan, Clark County will endeavor to partner with individuals with developmental disabilities, families, formal service providers, and the community to explore and expand the reciprocity as well as the role of informal supports. Formal services should augment rather than replace informal supports in the lives of people with developmental disabilities and their families. At this time there is more information needed on the capacity and willingness of Clark County to informally support and include all of its citizens, particularly individuals with the most significant disabilities.

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## Future Directions

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The percent of people who experience developmental disabilities in Washington State continues to remain fairly constant. Some of the children with delays will need services and supports as adults while others will reduce or eliminate that need because of the availability and quality of early intervention services.

Alcohol and drug use in the State of Washington has increased in the down economy that exists at this time. As substance abuse increases, the rate of family failures and domestic violence also has increased. When the use of alcohol and drugs are present, there is increased risk of children born with developmental delays and low birth weight. In January of 2010, it was estimated that 25% percent of children receiving early intervention services have families where alcohol or drug use is a significant problem. This percent has remained constant for a number of years. It is unclear what the impact of the current increased use of alcohol and drugs in Clark County will be on children in the future.

During the last 10 years, the population in Clark County has grown 21% making it the second fastest growing county in Washington. For that same period the number of children and adults with

developmental disabilities who are identified and eligible for services has grown by 51%. While much of the growth was related to children, many have now graduated from local school districts and are seeking services from both the county and state Developmental Disabilities programs. This places considerable strain on the system resources and waiting lists have continued to grow.

For many years the major growth areas have been 8-21 year old young adults. This trend is expected to continue and considerable effort will remain with young adults transitioning from local school districts. Research demonstrates that if appropriate adults services are not provided for these young adults, the gains of the special education system begin to be lost after a very short time of sitting at home. A challenge will be to reach these young people early in order to capitalize on the continued efforts made by the local special education systems. Clark County's significant increase in the actual numbers of young adults transitioning from the schools is expected to stress the capacity of the system to provide appropriate supports and services during the next five years.

The number of individuals reaching retirement age has grown by over 25% in the last 5 years. While the actual number remains small, it continues to grow much like the general population. New ways of providing service and connecting people to the activities of seniors around our community need to be stressed during the next five years.

Across the country the astounding increase in the number of individuals who experience autism has garnered national attention. For many years it was cited that autism occurred in 4.5 out of every 10,000 live births. More recently, the prevalence estimates have been revised for Autism, Asperger's Syndrome, and Pervasive Developmental Delay. The Center for Disease Control and Prevention now estimates that autism spectrum disorders affect 1 in every 110 live births.

Clark County is no exception and there is a significant increase in the number of children and young adults who experience autism or autism spectrum disorder. Information/education, training, and technical assistance will be needed throughout the community to understand the unique needs of these individuals and families. While some local expertise has recently been developed, it is not sufficient to adequately meet the growing demand. Efforts to collaborate with others such as education agencies, technical assistance organizations and the community at large will all be important priorities in the years to come. The complexities of supporting children and adults who experience autism must be understood by all parts of the service system. In many cases the strategies used to support children and adults on the autism spectrum are best practice for all individuals and we no longer have the resources or luxury to waste time or effort on ineffective practices.

Most children and many adults with developmental disabilities live with their families. There is no expectation that this will diminish or change in the future. The majority of individuals who are considered medically fragile and adults whose parents are becoming elderly themselves are also living with their families. This has made support to families more important than ever before.

During the course of the last five-year plan, there was a significant increase in the number of individuals and couples who live independently. Many require small amounts of support from a service system or family, but the support they need looks very different from the long term care of days past. In addition, more couples continue to marry and some become parents. There continues to be a need for support to couples and families rather than just individuals.

As people with developmental disabilities continue to live regular lives, their issues should be brought to the attention of generic associations, organizations, and educational institutions. Their needs are not unique, but may require some accommodations.

## Service Changes

Over the last 25 years the focus of the service system has been to move away from looking at the deficiencies and inability of people with developmental disabilities. It has moved beyond the forced segregation of the early years of institutional downsizing. The focus now and into the future is on individual abilities, personal choice, independence, and inclusion into all aspects of the local community.

The State of Washington identifies four trends that are driving the growing demand for services. They are: continuing increases in life expectancy, growth in the number of parents becoming to elderly to care for their adult children, medical advances that continue to save the lives of premature infants, and the general population growth that Washington has experienced. While the number of people who are eligible grows at about 6% per year in Washington State, in Clark County, the growth has been about 10% per year.

The economic crash of the last few years has strained state and federal budgets beyond recognition. Because of the lack of available services for individuals and families there continues to be some risk of returning to congregated and segregated services. While these are not actually less expensive, they are less complicated to manage. It will take vision, vigilance, and creativity on the part of everyone in order to keep the service system moving forward, serve the increasing numbers of people, and avoid a return to the past.

Throughout the country there still are some efforts to implement the principles of self-determination: freedom, control of resources, support, and responsibility. These are basic American values and rights that have often been denied people with developmental disabilities. During the last five-year plan, Clark County completed a systems change to a self-directed system. This effort is expected to be refined and reviewed during the next five years. Self-determination/self-directed services change the nature of the relationship between people with disabilities and those who provide services and run service systems. It requires an increased level of partnership and communication between families, agencies and system managers.

The movement of self-determination as well as the increasingly difficult fiscal environment and growing number of individuals waiting for service fuel the continued movement toward system change. There is opportunity at this time to create systems that are more equitable, more effective, and more efficient in supporting people with developmental disabilities and their families. While some of these efforts are being driven by policy makers who do not understand the values and abilities of people with developmental disabilities, it is an opportunity to educate and partner with that important group.

State and county services continue to emphasize that working age adults work or are on a path to employment. This is a renewed emphasis on the importance of employment in all people's lives including adults with developmental disabilities. State policy has both prioritized employment and reinforced the value of employment in the live of people with developmental disabilities. This policy does not, however, eliminate community connections services for individuals who have not been successful in employment at this time. Within this value, services and supports that are developed in the next five years will continue to be individualized and self-directed.

Support for the Residential and State/County Guidelines continues. These documents affirm the following values for people with developmental disabilities and their families:

- Power and choice
- Integration/inclusion
- Relationships
- Status and contribution
- Competence
- Health and safety

The governing principle in the provision of services in Clark County is that people with developmental disabilities and their families should have as much control as possible over resources. Supports that are developed will be individualized and opportunities should promote people's ability to live as independently as possible. The purpose of supports is to enhance individual abilities by assisting each person to grow in personal relationships, to have choices, to have a valued social role, and to be participating members of the community with ordinary living experiences. County services will continue to emphasize individualized, flexible services that promote inclusion and community connection.

During the duration of this plan, there will be an increased emphasis on individualized supports, the innovative use of technology, and the use of best practices in the delivery of services. The amount of support will continue to relate to need and be coordinated with the increased use of Medicaid Waivers by the State of Washington. Efforts will be made to further refine the methods of control that individuals and families have over decision making and resource allocation practices. There is also a critical need to maximize the use of Social Security Work Incentives and other federal incentive programs such as Ticket to Work. Use of these benefits is sometimes a way to expand or enhance supports that are available to people with developmental disabilities that work and will be a priority for exploration during the next five years. For some individuals who are waiting for services, these incentives may be the only way to provide long term support in the foreseeable future.

Since 1989 there has been a constant decrease in requests for segregated services. This value is firmly imbedded in Clark County and is expected to continue as an increasing number of students graduating from local high schools have community based work experiences. An increasing number of young people are even exiting public education with jobs. One of the priorities for service in the future will be those young people who graduate from local schools with paid employment. Support for any service that maintains or supports a segregated environment will not be available through the county.

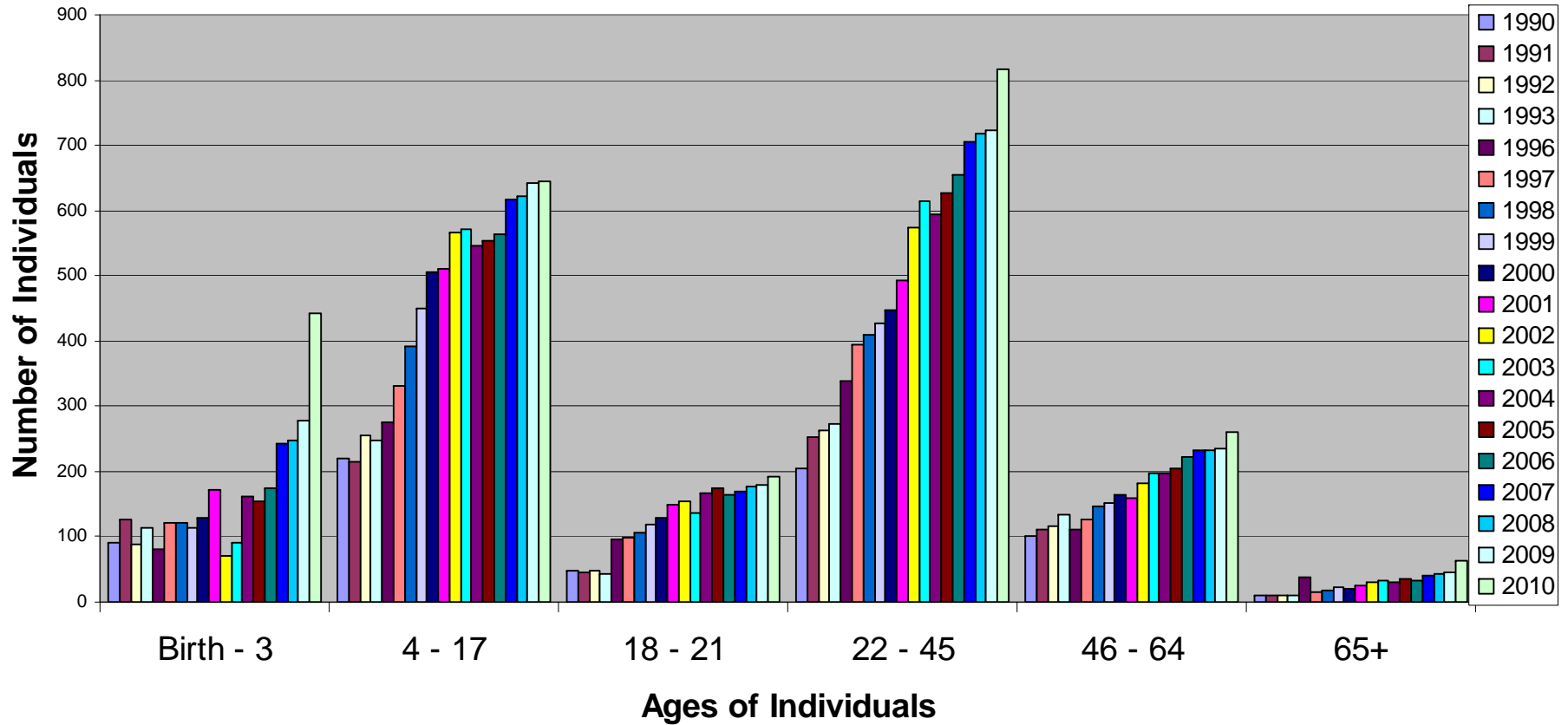
As technology becomes more and more a part of our daily lives, families and system partners have to find ways to include children and adults with developmental disabilities. Many advances in technology can support and assist individuals with disabilities to have lives that are increasingly typical. Recently the county has been experimenting with a few of them. The challenge over the next five years will be to provide opportunities for more individuals to meaningfully participate in the technology advances being developed around us daily.

Building the capacity of a community to welcome and include all members ultimately reduces costs to formal service systems. It also enhances the quality of life for all community members including those with disabilities. Efforts undertaken during this plan will be directed toward improving Clark County's capacity to understand, include, and welcome citizens with disabilities into all parts of community life. Clark County associations, institutions, and businesses should all be reviewed as potential partners in

building our community. These groups have already demonstrated some willingness to include, support, and welcome citizens with developmental disabilities.

As funding becomes increasingly strained and complex and cost containment becomes more and more important, new and more effective business practices and partnerships will need to be forged throughout the community. The county, specialized service providers, other services systems, local generic services, school districts, C-Tran, and others can no longer operate in isolation. It is essential that resources are maximized and coordinated to eliminate costly duplications and wasted resources.

## Ages of Individuals Known to Case Services & Clark County 1990 thru 2010



*\*Note: Data for 1994 and 1995 is not available*

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# EVALUATION

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The evaluation plan for the Developmental Disabilities Advisory Board Comprehensive Plan is designed to provide for continuous review and evaluation. The evaluation forms on the following pages have been designed to enable Clark County and other interested parties to track the county's progress against the plan and ensure that all goals get needed attention. It allows the county to respond to changes and provide clear documentation of all activities. Finally, the evaluation plan format allows the Developmental Disabilities Advisory Board to address goals in a systematic way.

Goals and Activities are listed on the following pages. They provide a view of the Developmental Disabilities Advisory Board's direction and plans for the upcoming years. Updates, including planning with the community, will be conducted annually.

This format provides the Developmental Disabilities Advisory Board and Clark County with both formative and summative evaluation information. All program activities flow from the goals and objectives listed on the following tracking plan.

During the last Comprehensive Plans, this information proved to be quite useful for accountability, a record of decisions and strategies, and in providing a way to adjust the plan as time went on.

***Clark County Developmental Disabilities***  
**2010 – 2014 Comprehensive Work Plan**

<b>1. EMPLOYMENT and VOCATIONAL DEVELOPMENT SERVICES</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
1.1 Increase the number of people in paid community jobs by 5%.	a. Revise corporate development plan b. Enhance corporate job development efforts c. Build/expand Project SEARCH and other healthcare projects <ul style="list-style-type: none"> <li>• Work with Legacy Health Systems to expand Salmon Creek site.</li> </ul> d. Expand local partnerships with business by connecting with existing business & associations <ul style="list-style-type: none"> <li>• Work with Partners for Work, CREDC, WorkSource, Chambers, etc</li> </ul>	Data available; gathered monthly; disseminated twice yearly.  DDAB engaging in Job Development support: employer connections; advice; and information as applicable	1. Disseminate information through existing networks: School Districts, Parent Coalitions, contracted vendors and other County partners etc. 2. Continue to expand connections with local chambers and new chamber executives.
1.2 Expand working hours of people in employment to 30 to 40 hours per week.	a. Review with contractors and DDAB at regular intervals.	Use reporting mechanism—track the number of people: unemployed; 0 to 19 hours per week; 20 – 29 hours per week; working 30+ hours per week; and those no longer needing public funding.	1. Meet with IE Contractors to expand awareness. 2. Review trend data two times per year. 3. Develop web ability to give greater information and access to individuals and families.
1.3 Increase the number of people in jobs with benefits by 5%.	a. Track and publicize data on website. b. Make data available to DDAB/Publics twice annually.	Benefit data collected monthly—disseminated twice annually.	Continue data collection Work on data publication.

<p>1.4 Provide opportunities for people with significant barriers to work</p>	<p>a. Offer Vocational Development Services for people on a pathway to employment.  b. Provide consultation – target individual barriers for people with more severe disabilities.  c. Use personal planning as necessary.  d. Continue to work with WISE, Indiana University, Griffin &amp; Assoc., Gold &amp; Assoc., and others to review and refine systems change and self-directed services.</p>	<p>Consultants and systems training are available upon request.   Vocational Development Services merged into Individual Employment due to state contract changes.</p>	<ol style="list-style-type: none"> <li>1. Increase use of Assistive Technology</li> <li>2. Pilot new technologies with system partners. <ul style="list-style-type: none"> <li>• Evaluate three projects using assistive technology.</li> <li>• Explore partnership with DVR and Wise.</li> </ul> </li> </ol>
<p>1.5 Ensure a focus on choice in career planning.</p>	<p>a. Use personal agent services as needed and requested.  b. Continue person-centered planning for all those who request the service.  c. Improve non-paid access and advocacy to higher education and vocational training. <ul style="list-style-type: none"> <li>• Work with Clark College and WorkSource.</li> </ul> </p>	<p>All Clark County customers currently have access to person-centered planning.   Initial meeting with Columbia River Economic Development Council (CRDC) and WorkSource.</p>	<ol style="list-style-type: none"> <li>1. Increase meetings with Clark College and Work Source to build community relationships</li> <li>2. Include the Parent Coalition in advocacy efforts.</li> <li>3. Redesign personal agent services.</li> </ol>
<p>1.6 Improve the quality in employment services.</p>	<p>a. Continue to identify training needs with families.  b. Continue to identify training needs with contractors.  c. Focus on improving quality of services in contractor contracts.  d. Implement new State training requirements.  e. Offer ongoing employment consultant certification training through Highline Community College. (HCC)</p>	<p>Continue county staff monitoring system to improve quality and ensure contract compliance.   DDAB quality monitoring   Contractor training redesigned to focus on certification.</p>	<ol style="list-style-type: none"> <li>1. Continue annual DDAB quality monitoring.</li> <li>2. Continue on-site reviews a minimum of once per biennium.</li> <li>3. Adjust County policies and procedures for services annually as needed.</li> <li>4. Pursue ongoing discussions with contractors regarding quality and system design.</li> <li>5. Continue to explore grant opportunities with system development partners.</li> </ol>

		<p>Review and upgrade current monitoring system.</p> <p>New monitoring policy and process implemented by 4<sup>th</sup> quarter of 2011.</p> <p>Conduct risk assessment annually.</p>	<p>6. Review HCC replication with Clark College when applicable.</p>
<p>1.7 Expand public sector employment opportunities.</p>	<p>a. Promote increased hiring with City, County, State and Federal agencies.</p> <p>b. Review and create a DDAB employment promotions plan if applicable.</p> <p>c. Use consultant for development.</p> <p>d. Monitor State Supported Employment for job growth.</p>	<p>Clark County, City of Vancouver, C-TRAN, Washington State, Bonneville Power, Clark Public Utilities all have SE positions.</p> <p>Some positions not refilled or on hold due to economy.</p>	<p>1. Work with DVR and assigned county consultant.</p> <p>2. Work with local federal agencies and DOL to include people with Developmental Disabilities in the Federal Initiative.</p>
<p>1.8 Promote Benefit Analysis and increase the use of Social Security Work Incentives.</p>	<p>a. Maintain a minimum of 1.0 FTE Benefits Analyst.</p>	<p>Benefits Analysis available upon request</p>	<p>1. Continue to promote Benefits Analysis with Case Managers, families, contractors, and DVR.</p> <p>2. Explore the possibility of becoming an employment network (Ticket to Work).</p> <p>3. Expand the use of work incentives for unserved and underserved.</p>

<b>2. TRANSITION</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
2.1 All students graduate with the opportunity for employment or continuing education.	<p>a. Prioritize students graduating with paid employment for adult services.</p> <p>b. Provide information to families of transition age students and others still in school.</p> <p>c. Include families of younger students in current training efforts.</p> <p>d. Work on enhancing and expanding Continuing Ed for those who desire it, i.e. Clark College, WorkSource, Etc.</p>	<p>Clark County Schools Project: WISE; Clark County; ESD; Vancouver; Camas; Hockinson; La Center; Battle Ground, Ridgefield, and Evergreen.</p> <p>Family Training Series: Clark County; ESD #112, school districts; and WISE participate annually.</p> <p>Participated in the DDD Partnership Project.</p> <p>Continue to analyze transition employment data and report twice annually to DDAB.</p>	<ol style="list-style-type: none"> <li>1. Implement discussion with School Districts, teachers &amp; families regarding students in elementary school.</li> <li>2. Continue ongoing annual family training series. <ul style="list-style-type: none"> <li>• Review training series annually and revise as needed.</li> </ul> </li> <li>3. Work with Case Management and DVR to plan for waiver students who are graduating.</li> <li>4. Consistently meet with community publics and other potential resources to expand and enhance services.</li> <li>5. Work with Advocacy Coalition and WSAC to advocate for resources on behalf of students graduating from special education.</li> </ol>
2.2 Increase awareness of the use of Social Security Work Incentives for students in local school districts (PASS, IRWE, etc.).	a. Train teachers on connecting to Benefits Analyst.	Include families in Benefits Analysis training	<ol style="list-style-type: none"> <li>1. Develop new packets for families targeting 18 to 21 year olds.</li> </ol>

<b>3. BIRTH TO THREE</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
3.1 Support children with developmental disabilities and their families in Clark County to receive Early Intervention Services.	a. Participate in the local Interagency Coordinating Council (ICC). b. Provide technical assistance to local ICC. c. Collaborate with local School Districts and others to fund services for children birth to three and their families.	Participate in current screenings as needed.  Continue collaborative funding. .	1. Expand local screenings throughout the County. 2. Improve access to screening for Developmental Delays. 3. Gather annual data/feedback on timeliness of response.
3.2 Increase family access to Natural Environments.	a. Provide technical assistance to contractors and Lead Agency.	Modified contracts to reflect current status.  Released RFQ/RFP fall 2009 for Early Intervention Services (Natural Environments).  All county services now provided in Natural Environments.	1. Continue to provide technical assistance. 2. Review and revise tracking data as needed; publish data issue specific to Natural Environments.
3.3 Support system partners to launch Child Find media campaign.	Participate in the Clark County ICC.		Gather information about current public information efforts and report to DDAB twice annually.

<b>4. HOUSING</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
4.1 Identify current status of available, affordable and accessible housing for people with developmental disabilities.	a. Provide information to DDAB on housing options and availability annually. b. Support the existing non-profits that address special needs housing.	Currently there are two specialized non-profit housing developers in Clark County.	Review information from local public and private sources on homelessness. Respond to housing requests as needed.

4.2 Explore resources for roommate matching services connected with housing.	Develop ideas & resources.		Disseminate information & recommend strategies to DDAB.
4.3 Develop local opportunities for choice in housing and home ownership.	Explore local housing ownership laws and standards and report to DDAB.		Implement as requested by families.
4.4 Increase information and options for housing. 4.5 Assure low income families who have children with developmental disabilities have access to energy, weatherization and rehabilitation information.	Respond to calls.	Respond to calls and other inquires  Implemented information exchange with Clark County Housing Unit.	1. Continue to disseminate and/or present flyers, brochures and information on public events to Case Managers, families, DDAB, the Arc, etc. 2. Continue dialogue with the Clark County Housing Unit.

<b>5. TRANSPORTATION</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
5.1 Participate in transit planning.	a. Advocate for progressive and comprehensive transit. b. Partner with senior groups, rural groups, disability organizations, and residential contractors to maintain and enhance service.	County Comprehensive Plan shared with C-TRAN annually.  Regular updates to DDAB.	1. Continue to keep a focus on the importance of transit. 2. Continue to work with C-TRAN staff. 3. Participate in C-Tran public meetings for preservation of transit options.

<b>6. RECREATION AND LEISURE</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
6.1 Support opportunities for individuals to be included	a. Provide training and technical assistance for Park and Recreation staff.	City of Vancouver runs full inclusion program.	1. Continue to support Vancouver Parks and

in recreation, leisure and neighborhood activities.	b. Revise and enhance community resource locator on the Web.	Clark County regularly provides training for city staff.  There are current mapping resources on line but it needs improved visibility.	Recreation through technical assistance and training. 2. Work with GIS to enhance current mapping resources. 3. Develop a relationship with the new Battleground Parks Department.
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<b>7. AGING</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
7.1 Explore and develop options for retirement.	a. Identify current senior options available. b. Evaluate support needs of generic options. c. Increase awareness of generic senior community associations and activities.	Currently limited participation in generic options.  Collecting Encore data regularly related to senior resources.	Discuss date on available senior options – and develop options – disseminate to DDAB annually.

<b>8. HEALTHCARE</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
8.1 Improve access to quality healthcare for citizens with developmental disabilities in Clark County.	a. Currently working with Clark County Public Health Department to include people with disabilities in a greater plan.	Not developed	1. Provide training to physicians and Clark County Public Health Project Access. 2. Identify community needs
Identify health care barriers for people with disabilities	Collect narratives of issues where people with disabilities have limited access to health care.		Develop summary of narratives

<b>9. COMMUNITY INFORMATION, ADVOCACY AND LEGISLATION</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
9.1 Strengthen and maintain presence with the Washington State Legislature and local elected officials.	a. Develop and implement legislative agenda. b. Track State and Federal legislation. c. Conduct annual meeting with local Legislators.	Meeting held each December/January.  Track impact of Stimulus Bill (VR-FMAP). - Completed	1. Meet with Commissioners annually.
9.2 Improve supports to families with children with disabilities.	a. The DDAB advocates with the Legislature, Commissioners, etc., for improved access to the community for people with disabilities	Engage as needed.	Monitor relevant services / issues – work with elected officials as needed.
9.3 Support Clark County Parent Coalition (CPC).	a. Coordinate with Parent Coalition, community participants, parents and self-advocates. b. Provide information to Parent Coalition regarding DDAB activities and solicit their regular feedback. c. Continue to support local Parent Leadership Training related to development disabilities.	Regular reports from Parent Coalition Coordinator to the DDAB.  Preparing for the next Leadership class.	1. Increase the use of the Parent Coalition for information and education as needed. 2. Identify resources, participants and partners for the next leadership class.
9.4 Increase community awareness by expanding availability of information to the community.	a. Provide training and technical assistance and information to community members. b. Regularly provide support to the Great Moms group and local Companion Homes	Strengthen website presence.	1. Continue to explore the development of a media plan. 2. The DDAB will comment and direct the media campaign if applicable. 3. Continue to provide community information, advocacy and legislative training as needed.

<b>10. CUSTOMER SERVICE</b>			
<b>Goal</b>	<b>Activities</b>	<b>Current Status</b>	<b>Next Steps</b>
10.1 Conduct quality reviews and monitoring of programs and services.	<p>a. Staff evaluate programs annually; use desk analysis; and conduct on-site visits a minimum of once per biennium.</p> <p>b. Developed better data management system to improve reporting outcomes.</p>	<p>Programs and contractors evaluated annually.</p> <p>Annually discuss DDAB involvement in quality monitoring</p>	<ol style="list-style-type: none"> <li>1. Release RFQs/RFPs as per State/ County policy.</li> <li>2. Continue to work with local and national foundations for best practices demonstrations.</li> <li>3. Continue to track and publish data twice annually. Distribute published data. Expand community and family access to published data.</li> <li>4. Compare current data to national and state data. Disseminate regularly.</li> <li>5. Evaluate IS and software companies to develop new MIS system – on hold.</li> <li>6. Develop and enhance county website for data dissemination.</li> </ol>
10.2 Implement County comprehensive five year plan.	a. Maintain staff as needed for program implementation.	Fully staffed.	<ol style="list-style-type: none"> <li>1. Use Interns as necessary.</li> <li>2. Provide opportunities for Project Search Transition interns.</li> </ol>

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# APPENDIX

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## SUMMARY OF PLAN DEVELOPMENT PROCESS

The Clark County Developmental Disabilities Advisory Board (DDAB) began the development of this fourth comprehensive long-range plan in late 2008. Technical consultants continued working with the advisory board to facilitate the plan design and development process. Numerous meetings of the board were conducted to review the mission, goal areas, values, and general plan content. During this time demographic and program information was also gathered.

Never before has public input been sought in such a variety of ways. A series of 3 public meetings were conducted in the fall of 2009 by the DDAB to receive community input regarding services and future directions of services for people with developmental disabilities. During 2009, the DDAB also conducted a series of quality interviews with individuals and families. Finally, for the first time an electronic survey went out to over 600 individuals asking the same questions about priorities, needs, and actions that the DDAB should consider.

Several clear priorities emerged from this community input process and they were incorporated into the goals of this comprehensive plan. Priorities that were developed should be considered in light of the following:

- There was strong support for the goals and goal areas that have been developed by the Developmental Disabilities Advisory Board.
- There was strong support for the underlying values of choice, inclusion, partnership, and access as these issues pertain to the lives of people with developmental disabilities and their families.
- There was remarkable consistency in the priorities developed at each community meeting, quality interview, and online survey. **Employment** rated far above any other goal listed and for the first time **Healthcare** emerged as an issue for people with developmental disabilities.

Final plan development followed the community input and a draft plan was written for advisory board review. The DDAB held a work session with the Board of County Commissioners. The comprehensive plan was reviewed at that time. Input from the County Commissioners was requested. This plan is reviewed annually with both the Board of County Commissioners and the community.

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## COUNTY DESCRIPTION

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### Clark County Demographics

Clark County is located in Southwestern Washington State, across the Columbia River from Portland, Oregon. Due to its location, the county is considered part of the greater Portland metropolitan area and therefore shares the economic and population growth of the region. It also competes with other counties

in the region for economic development opportunities.

Throughout the 1990's Clark County experienced rapid growth and change. During the growth boom of the 1990's, the county was rapidly re-shaped from a largely suburban-rural community to one with a sizable urban population. By the 2000 census, major high tech manufacturing and other industries had located in Clark County and the nature of the community had changed dramatically. Two-thirds of the population growth since the 2000 census has been migration from outside the county. This growth has slowed slightly since 2008 in part due to the increasingly difficult economy in Clark County.

Growth in Clark County in the past ten years has resulted in a 21 percent increase in population. This makes Clark County the second fastest growing community in the state. Both established communities and the even more aggressive development of large suburbs have replaced much of the rural land that once existed within the county. Business development is now dispersed throughout the county, with particularly dynamic development in East County and beginning development in north county.

The 2000 census found that Clark County had grown to 345,238 people. This was a 45 percent increase over the 1990 census figures. By the 2010 Census, Clark County had grown to 425,363 people. Growth in the county slowed, but continued in spite of the slumping economy throughout Washington. Washington State Office of Financial Management estimates that the population in 2011 has reached 428,000 people. Clark County continues to be the fifth largest county in terms of population and 35th out of the 39 counties in Washington State in terms of land area, making this county a densely populated community.

### **Employment**

Employment in Clark County grew rapidly during the 1990's as business continued to settle in this community. Employment Security reported that between 2000 and December 2009 there was an 11% increase in the number of jobs in the county. Many of the jobs that were developed during that time were in the electronics and technology fields. This is substantially less than the previous ten year period.

The unemployment rate for Clark County in 2000 was 4.2 percent. This was considerably less than the state unemployment rate of 5.2 percent for the same year. Since that time unemployment has soared in both Washington State and Clark County. Washington's unemployment rate was 7.4 percent while Clark County's unemployment rate reached a 19-year high in June of 2003 when it was 10.3 percent. Since 2008, the economy crashed and unemployment peaked. In March of 2010, the state unemployment rate had grown to 10.5 % (unadjusted) while Clark County's unemployment rate was one of the highest in the state at 15.6%. By December of 2010 Washington's rate of unemployment fell to 9.2% (unadjusted) and Clark County's also dropped to 12.7%. At this time Clark County is considered a distressed county in Washington and is the only large county to be on this list.

Clark County's reliance on the technology and manufacturing sectors for employment resulted in this community being particularly hard hit by the recent recession. While jobs declined in the last two years, there are signs that things have begun to change. Employment Security reports that the economic news has improved although recovery is likely to lag and be very slow.

Over the last 20 years, people with developmental disabilities have steadily moved into the community workforce. Before 1990, 37 percent of the employed adults were working in community businesses. By the end of 2004, 100 percent of the working age adults were either employed or looking for work in community businesses located throughout Clark County. Both private and public sector employers have responded positively to hiring people not previously part of their workforce. This trend is expected to continue in spite of the economy as more and more employers become aware of the contributions that

people with developmental disabilities can make to their companies.

### **Housing**

Population growth and low interest rates sustained the housing market in Clark County until 2008. There are some signs of recovery emerging. The median price of a home in the county has dropped to \$194,200. The median family income in 2010, based on federal data in the Portland Metropolitan area, was \$71,200. Census information for this same period for Clark County alone was a median income of \$56,351. Rents have continued to rise and now average \$782 per month for a 1-2 bedroom unit. A recent national publication expressed concern that people with disabilities are being priced out of the housing market.

Vacancy rates in apartments are reported to be currently at 4.8 percent.

Affordability has been an issue for all county residents for many years, particularly those who have low (50 percent of median income) or very low (30 percent of median income) incomes. Most adults with developmental disabilities have stable, low or very low incomes, making affordable, safe, and sometimes accessible housing a significant issue. Since 2008, Clark County has the dubious distinction of the largest foreclosure rate in the state. In 2011 that rate dropped to third in the state.

During the last Comprehensive Plan, there has been consistent effort to increase the affordable and accessible housing stock available to people with developmental disabilities. In the fall of 1997, this housing stock was increased with the opening of Teammates Condominiums. These eight units are both affordable and accessible. They represented a unique public/private partnership between families, young adults with disabilities, and housing financiers. Since that time several additional projects, including Teammates II, Condo E, and others have been developed. Cascadia Village opened January 2004 and includes more opportunities for home ownership. In spite of the progress that has been made, affordable, safe housing continues to be a concern for people with disabilities.

### **Transportation**

Public transportation in a variety of forms is critical to individuals with developmental disabilities and their families. Most adults with developmental disabilities do not drive and are therefore dependent on public transportation to get to work, to school, to reach recreation/leisure opportunities, to shop, and carry on any activity in the community. While many individuals use the fixed route buses very successfully, others need a more specialized and supportive service to get from place to place.

The Clark County Public Transportation Benefit Area, otherwise known as C-Tran, began countywide service in 1981. Boundaries of this area were changed in 2005 to exclude some unincorporated areas of the county.

Fixed route service is provided in urban areas, and some rural areas, as well as a commuter service to Portland, Oregon. The commuter service connects directly to Portland's fixed route and light rail system.

During 1995 the C-Tran buses became bicycle rack-equipped and lift-equipped on all Clark County routes. The use of lift activations for wheelchairs and scooters as well as the bicycle rack usage increased substantially as soon as these features became available. With these advances, the use of fixed route service should be encouraged as much as possible.

Demand Response is a combination of ADA complimentary service (C-Van) Dial-A-Ride, Connector

and Amtrak service. Specialized service has been operating since 1983 and is in part a door to door or curb to curb service that parallels C-Tran. The ADA portion is designed for individuals who are elderly or have a disability and who are unable to ride the fixed route buses. In 2010, Demand Response provided 206,310 passenger rides and traveled over 1.366 million miles per year. This represents an increase in service during 2010. The need and requests for this service is expected to continue to grow as the economy improves, the county's population ages and people with disabilities continue to be increasingly employed in community businesses and active in community events.

C-Tran has redesigned its mobility training service. As a means of increasing efficiency, this service has evolved to a "train the trainer" model. Caregivers, families and others are all encouraged to learn how to train individuals to use the public transit system.

C-Tran has continued to experience growth in spite of significant budget cuts and fare increases. During 2009, C-Tran provided 6.2 million rides which was a decrease from 2008. Lack of current service to some areas in the county has been a consistent problem both for individuals with disabilities living in the rural areas of the county and for businesses that would otherwise hire individuals with disabilities. In the fall of 1999 Initiative I-695 passed and this reduced C-Tran's revenue by 40 percent. Continued budget short falls and cuts have further stretched the transit budget. The agency with significant community input has tried to minimize the impact of the cuts. Some service reduction has taken place in several waves of service redesign and restructuring. New service models are being tried in areas where fixed route service has been reduced. C-Tran passed a local tax in 2006 which helped significantly. During the recent recession, however, further creativity, cuts and restructuring have been needed.

### **Ethnic Diversity**

Clark County continues to see steady increases in ethnic diversity. Although 85 percent of the population is white, according to the 2010 Census figures, this is down from 87 percent white in the 2000 Census.

### **Disabilities**

Three out of every one-hundred people or 3 percent of the population (i.e. 12,761 Clark County residents in 2010) have some kind of disability according to national prevalence formulas.

Approximately 7231 people (1.7 percent of the total county population in 2010) have a severe disability and would be eligible for developmental disabilities services.

## **COMMUNITY STRENGTHS**

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Clark County has a rich variety of strengths and resources. A major asset is its location. The county offers a smaller, quieter lifestyle while being in close proximity to the major city of Portland, Oregon. Being a geographically small county, most areas whether urban, suburban, or rural are within a short distance of each other and people are fairly familiar with all of the areas in the county.

There continues to be a growing awareness of community in Clark County. The City of Vancouver, the City of Camas, and Clark County have active Neighborhood Associations. These groups have access to government officials, recognized places to bring concerns, and opportunities to solve their own problems. Even in this time of limited resources, neighborhood associations continue to be an active force in this community.

There are numerous other associations throughout Clark County that mobilize the capacities of individuals. Leadership Clark County is an example of an association created to identify and empower people to participate in the community. It provides an opportunity to identify and mentor community leadership. There are a variety of other service organizations, churches, youth sports groups, clubs, and political associations that are also active. These associations, together with the efforts of local individuals, are the basic community building resources in the county.

Along with individuals and local citizen associations, Clark County has a vast array of public, private, and non-profit institutions. Institutions such as Clark College, Washington State University, Southwest Washington Medical Center, Legacy Salmon Creek, Fort Vancouver Regional Library, police and fire departments, school districts, Chambers of Commerce and local governments represent a significant concentration of resources. Many of the leaders of these institutions locally clearly lead their organizations to contribute to the social, physical, and economic health of this community.

During the next five years some of the focus of this plan will be to find ways for people with developmental disabilities to increase participation in the local associations and institutions. Whether through their jobs, education, joining clubs or churches, or through youth activities people with disabilities have the desire and ability to make unique contributions to their local community.

## **COMMUNITY PARTNERSHIPS**

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The ability of groups in Clark County to work together for local solutions to local problems is one of the community's greatest assets. Some examples of broad community partnerships can be found in all segments of the community. Community Choices 2010 is a community effort, by the Vancouver Chamber of Commerce, and supported by Southwest Washington Medical Center, Kaiser Permanente and Burgerville Corporation. This effort was organized to look at health, well being, and quality of life, which residents of Clark County want to achieve.

Identity Clark County is a response to the Vancouver Chamber of Commerce, City of Vancouver, Clark County, and other public entities seeking to stimulate community development in Vancouver and Clark County through corporate leadership. The private sector is stepping forward to pull together the community around common agendas for economic expansion and vitality.

Business and education have partnered locally to increase the effectiveness of local schools in graduating successful employees of the future.

Community partnerships like these have become critical to children and adults with developmental disabilities. Clark County's tremendous population growth, increased demand for services, and the reality of reduced public funding makes the need for expanding these partnerships essential. Some collaborative efforts have already demonstrated the effectiveness of this approach. Since the fall of 1989, local school districts, Educational Service District (ESD) #112, and Clark County Developmental Disabilities have jointly participated in the funding and delivery of services to children birth to three.

Collaboration between the county and schools has insured the opportunity for access to early intervention services for all children birth to three and their families. It has also expanded service options for these children and eased the transition for families to school district programs while maximizing the resources available to both systems.

For the last six years, the county and most local school districts have partnered to improve the outcomes for students with developmental disabilities transitioning from special education. As education became

increasingly aware of the adult system and strategies for employment, better plans and outcomes have been developed for these young adults. Future partnerships will need to include an expanded access to higher education for some individuals with developmental disabilities.

Partnerships with the local business community have expanded the availability of community based jobs for adults with developmental disabilities. Employers are increasingly aware of the positive contributions that people with disabilities can make to their businesses. These employers in turn often promote further hiring with other businesses. Major companies, small business, and government agencies are all involved and this is expected to continue in spite of difficult economic times. While the recent recession resulted in job loss, people with developmental disabilities did not loose jobs at any greater rate than the general population. One of the most frequent reasons for job loss was businesses in Clark County going out of business and all of the employees losing their jobs.

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# POLICY CHANGES

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**External** During the last 25-30 years major policy shifts have occurred. There have been significant changes in the way services and supports are provided to people with developmental disabilities and their families. Few other human service fields have experienced as great a rate of social, educational, and technological change. The following represent the external policy changes that have had the most impact on local services and the local service system:

**1974**      **Division of Developmental Disabilities Established**

Washington State established a separate division of the Department of Social and Health Services to carry out the intent of legislation for people with developmental disabilities. This included the development of community services, which was a major change from the service delivery system that had been offered in institutions.

**1975**      **Education For All Act - Public Law 94-142**

The federal law mandating public education for everyone has perhaps had more impact than any other single policy change. Individuals with developmental disabilities no longer had to be institutionalized in order to receive formal training or educational opportunities. The trend quickly moved toward maintaining children with their families in their communities and developing services for adults so that they might also be able to live in local communities. Washington State's mandatory education law preceded this federal law.

**1982**      **Employment Instead Of Activities**

In 1982, Washington State took the position that most people with developmental disabilities could work and could earn wages. It was required that services funded through the state be work oriented. Activity centers and living skills training which were to prepare people to enter sheltered workshops were no longer eligible for funding. Sheltered workshops that provided people with contract work were expanded and developed throughout the state.

**1983**      **Habilitation Rights Act**

Washington State legislature in 1983 passed a law requiring that to the extent funds are available, every eligible individual with developmental disabilities be provided adequate habilitative services. Habilitative services include employment, education, vocational habilitation, therapy and related services. This law made vocational/day program services available to all to the extent that funds were available.

**Title XIX Waiver**

Federal policy shifts toward community based services allowed states to use Title XIX dollars for community services. Previously these dollars could only be used in institutions. Waivers are limited to an approved number and must be agreed upon by the federal funding agency.

1985

**U.S. Department of Education, Office of Special Education and Rehabilitative Services and the Department of Health and Human Services**

Funding was appropriated at that time to assist 27 states in converting large portions of their service systems to supported employment. Washington State received one of the first grants to stimulate employment in normal work settings.

**The Developmental Disabilities Act**

This legislation augmented the funding for the 27 states to convert to supported employment. Grants to the states were for demonstration projects and business development.

1986

**Rehabilitation Act Amendments**

Amendments to this act provided Title 6-C funds for all states to participate in supported employment. A major outcome of this funding has been to elevate the expectations for people with developmental disabilities across the nation.

**Amendments to Social Security Act**

By 1986 it was consistently demonstrated through a program called Supported Employment that people with developmental disabilities could work in regular jobs in the community when the appropriate supports were provided. They could be successful as well as more economically independent. National policy made a dramatic shift at this time with the passage of amendments to the Social Security Act that provided incentives for working to individuals receiving Supplemental Security Income (SSI). In addition, individuals who became employed in the community were no longer at risk of losing Medicaid coverage.

**Washington State System Change**

Following the federal change in policy, the state notified counties, in the fall of 1986, that the State of Washington was making a systems change by converting 34 percent of its existing system to Supported Employment. This was to be done during the 1987-1989 biennium and counties were also expected to make that change. Not only did this represent a policy change to Supported Employment, but it also represented a change for people with developmental disabilities toward an opportunity for more individualized supports and more consumer choice. The goal of 34 percent was exceeded by both Washington State and Clark County.

**Amendments to the Education For All Act 99-457**

This legislation provided substantial incentives for states to provide comprehensive, coordinated services to children birth to six and their families. Although Washington State has had mandated services for 3-5 year olds since 1984, children birth to three have traditionally been served by developmental disabilities services alone. The focus of this legislation shifts the emphasis of services to supporting and empowering families while encouraging collaboration at the community level.

1989

**Institutional Downsizing**

The Washington State legislature in 1989 also made a major policy shift when it decided to implement a plan for downsizing Washington's institutions for people with developmental disabilities. This plan was in response to the federal decertification of one institution and probable future certification problems in others. Persons leaving state institutions are to be funded for the supports they need in the community for successful

integration. The decision to not increase the resources in the institutions represents a change in Washington's service delivery system.

### **State Run Community Residential Services**

The Department of Social and Health Services, Division of Developmental Disabilities, embarked on a plan to develop community based residential services run by state employees. This policy change has the potential to collapse the current system of private providers that has contracted with the state for many years. Although there is tremendous community opposition to this decision, the department proceeded to make this policy change. Legislation set limits on the number of state operated services that could be developed during 1990.

**1990**

### **Americans With Disabilities Act**

This legislation addressed civil rights issues of all persons with disabilities. It focuses mainly on employment, public accommodations, transportation, and communication. Under this act if a person with disabilities is qualified to do a job, an employer cannot refuse the person due to disability. Employers are required to make certain job modifications and possibly communication services are to be required of employers. All public accommodations have to be accessible. Publicly funded transportation is required by a certain date to have all bus purchases be accessible.

### **IDEA**

Congress amended the Education of the Handicapped Act while reauthorizing its discretionary programs for five years. Renamed the Individuals With Disabilities Education Act (IDEA), the special education law puts new emphasis on meeting the needs of minorities with disabilities, improving personnel recruitment and retention, and advancing early intervention services. IDEA now mandates that schools help students with disabilities plan for when they leave school, and authorizes a one-time grants program aimed at improving transition services. Individuals With Disabilities Education Act, P.L. 101-476.

**1992**

### **Rehabilitation Act Amendments**

In 1920 the federal-state vocational rehabilitation program was established. On many occasions this act has been revised to improve the range of vocationally related services available to people with disabilities. The Rehabilitation Act of 1973 had its most recent reauthorization and amendments in 1986.

Congress in 1992 again reauthorized and revised the programs established by the Rehabilitation Act of 1973. Some of the intended outcomes of the revisions are:

1. To improve the functioning of the vocational rehabilitation system by streamlining access, expanding services to those people with the most severe disabilities, improve interagency relationships and increase the involvement of the business community.
2. To promote the independent living philosophy.
3. To increase the choice and involvement of people with disabilities.
4. To increase the accountability and quality of services at all levels.

### **County Guidelines**

The combined efforts of the state, counties, vendors, and citizen groups produced guidelines for counties that provide a vision for promoting the inclusion of people with disabilities into community life. They provide a foundation for the planning each county is required to do and finally provide strategies for using state and local funds as well as personal influence to achieve the desired benefits. All activities being evaluated are based on the benefits of: Power & Choice, Relationships, Status/Contribution, Integration, Competence, and Health & Safety.

### **The Legislative Budget Committee (LBC)**

The Legislative Budget Committee (LBC) was authorized to do a three-part study of the Division of Developmental Disabilities, with its final recommendations being offered in January 1993. The study focused primarily on the residential needs of people living in institutions (RHCs). The study concluded that many people could move out of the RHCs and that they would have better lives. They also found it was much more cost effective for people to live in the community.

**1993**

### **School-To-Work Opportunities Act**

This legislation is a vision for what will be available to all students. It lays out the components that programs must include in order to receive funding: Work-based learning, school-based learning, and connecting activities. Programs including these basic components are funded through state implementation grants, federal implementation grants to partnerships, and federal grants to programs in high poverty areas. These components must be coordinated, with work and school-based learning integrated.

### **Washington Education Reform**

The Washington State Legislature passed legislation that encourages schools within local school districts to apply for funding that changes how education is delivered in that building. It encourages innovation and reform for better educational outcomes for all students.

### **Closure of Interlake School**

The budget for the State of Washington during 1993-1995 required the closure of this state institution. Families were allowed to choose movement into the community or another state institution. This was the first of Washington's RHC's (institutions) to close. Parts of other RHC's were converted to nursing homes to reduce costs. Closure of this RHC began a direction already taken by many states toward services in the community for all persons with developmental disabilities.

**1994**

### **Initiative 601**

This Initiative, passed at the 1994 General Election, sets spending limits on General Fund State dollars in Washington State. The limit is calculated using a set of factors including population, personal income, previous spending, etc. Annual budgeting is required so that the Office of Financial Management can adjust the limit for each fiscal year as directed by the law. Funds that are not expended during the fiscal year revert to the General Fund and reduce the state spending limit for the next fiscal year.

**1995**

**SB 5800**

This legislation passed in the State of Washington during the 1995 Legislative Session. It became effective July, 1995. It shifts funds as available from state institutions to services in the community. The entire budget has to be in balance for this to happen, but it again sets some policy direction and potentially some future fiscal directions.

**Managed Care Feasibility Study**

The State of Washington Budget for 1995-1997 required the Division of Developmental Disabilities to conduct a study of how a managed care environment might impact services for people with developmental disabilities. The study is underway and small projects are being implemented in many parts of Washington State.

**1996**

**Family Support 96**

Beginning July of 1996 significant changes are to take place in the current Family Support Program. The program will be changing from a long term to a short term method of service delivery. There will be movement away from a system driven by out of home placement requests and there will be more use of community and natural supports. The intent is to increase access and flexibility while building on the support systems that many families already have. Over time all Family Support will be converted to this new system.

**1997**

**IDEA Reauthorization**

(see Appendix) IDEA, also known as Individuals with Disabilities Education Act (1991), is the amended version of the Education of the Handicapped Act (1975). It was reauthorized in May of 1997. Several assaults had been made on this law by a variety of groups prior to its final reauthorization.

The law currently requires local school systems to provide a free appropriate education for children with disabilities. Federal funds are available to states for elementary and high school education only after a state has a federally approved plan for educating children with disabilities. In addition, IDEA requires participating states to establish specific administrative procedures by which parents or legal guardians may challenge the identification, evaluation, or educational placement of the children. Requirements of the law are conditions of federal assistance or duties arising from participation in this voluntary federal program.

IDEA has provided millions of students with disabilities access to a free and appropriate education, but the law imposes significant costs and administrative burdens. Although IDEA currently includes a provision authorizing the federal government to pay up to 40 percent of services to be provided under the law, only about 8 percent is currently appropriated. The law also limits the flexibility of states and local governments to combine IDEA funds with other funding streams to meet the unique needs of their children.

The resolution of disputes under the Act also has become overly litigious and has added to implementation costs. Currently, local agency decisions may be challenged in either state or federal court. Changes that have actually been made to IDEA for the most part reinforce the commitment to educate all children. Federal funding for schools and special education will actually increase to more approach the original commitment made in the

law. After a certain level school districts will be allowed to shift up to 20 percent of their state funding as long as all children with disabilities are served.

Students in special education who have challenging behavior or who could be a safety risk to themselves or others can now be served in an alternative way for up to forty-five days. This section can be a problem if it is misused or the nature of a students' disability is not clearly taken into consideration by staff.

The Arc, as well as the Consortium for Citizens with Disabilities Education Task Force, have examined the reauthorization and found it to be "fair and balanced," and that it will "maintain the right to a free, appropriate public education for all children with disabilities." The bill strengthens parental participation in all aspects of IDEA and it provides essential supports to parents and school personnel through training, technical assistance and research activities. The bill also reduces the paperwork burdens for schools, and will reduce the need for litigation because of a new focus on alternative dispute resolutions.

**1998**

**SSB 6751:** Highlights from the bill include:

**Section 1:**

The intent of the law is to provide individuals with developmental disabilities, in partnership with their families and guardians, a complete range of choices as to where people with disabilities live...allowing to the maximum extent possible, that they not have to leave their home or community.

*This intent affirms the policy of a complete array of options, including community services and residential habilitation centers. It also continues the policy to support individuals with developmental disabilities to live in their own communities whenever possible. It is the first time in state policy that the concept of "choice" by the individual and guardian is recognized and there is an expectation that publicly funded services be responsive and of reasonable quality.*

**Section 3:**

Eligible people with developmental disabilities, whether they live in the community or RHC's, should have the opportunity to choose where they live. The RHC's are maintained at current level until June 30, 2003. To fill any vacancies under that limit, an adult must have an assessed need that requires the funded level of resources provided by RHC's. *This allows the restricted choice of admittance to RHCs for only those who have severe needs.*

An RHC admittance may not be offered unless an appropriate community support service is also offered.

Community support services must be paid by funds specifically designated in the budget. When these funds are exhausted, the department may not offer admittance to an RHC.

**Section 4:**

From now until June 30, 2003, DDD will develop an outreach program to make all eligible clients and applicants aware of all service options.

**Section 7:**

DDD was to identify all persons with developmental disabilities who are eligible for

services and whether they are served, unserved, or underserved. DDD gathered data on services and supports required by people with developmental disabilities and their families and the cost of providing those services.

The information gathered will be used by DDD, with the participation of a DDD Stakeholders work group to develop a long-term strategic plan in 3 phases beginning December 1, 1998, December 1, 2000, and December 1, 2002. The plan must include budget and statutory recommendations intended to secure for all persons with developmental disabilities the opportunity to choose where they live and the supports they need.

**Section 8:**

The DDD Stakeholders group was established to develop recommendations on future directions and strategies for service delivery improvement, including an agreement on the respective roles of the RHCs and community support services, focusing on resources for people in need of services.

**1999**

**Work Incentives Improvement Act of 1999**

The Work incentives Improvement Act allows people with disabilities to keep their healthcare buy-in into Medicaid. People with disabilities no longer have to choose care when they return to work by allowing them to retain their Medicare and between work and health care coverage. WIAA will also modernize the employment services system by creating a “ticket” that will enable Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) beneficiaries to go to any of a number of public or private providers for vocational rehabilitation.

**Reaffirmation of County Guidelines**

The State of Washington Counties re-issued the County Guidelines. This reinforced the commitment of both the State and County values and quality indicators depicted in this document.

**The Olmstead Decision**

The Olmstead decision is a landmark case for people with disabilities that upheld the right of people to live in the least restrictive setting appropriate to their needs. Two Georgia women whose disabilities include intellectual disability and mental illness brought the Olmstead case against the State of Georgia. At the time the suit was filed, both plaintiffs lived in State-run institutions, despite the fact that their treatment professionals had determined that they could be appropriately served in a community setting.

The plaintiffs asserted that continued institutionalization was a violation of their right under the ADA to live in the most integrated setting appropriate. The State of Georgia continued to appeal the decision at each level. In 1999, the Supreme Court upheld the lower court finding that states must administer their services, programs, and activities “in the most integrated setting appropriate to the needs of qualified individuals with disabilities.”

The court stated directly that “Unjustified isolation...is properly regarded as discrimination based on disability.” It observed that “institutional placement of persons

who can handle and benefit from community settings perpetuates unwarranted assumptions that persons so isolated are incapable or unworthy of participating in community life.”

**Washington: The Arc of Washington State et al. v. Lyle Quasim et al.**

Filed in November 1999, this class action complaint alleges that Washington is in violation of federal Medicaid law and the ADA by failing to provide Medicaid long-term services with reasonable promptness to otherwise eligible individuals with developmental disabilities. The complaint alleges that there are several thousand individuals with developmental disabilities in need of Medicaid funded services or current Medicaid recipients who would benefit from additional services.

In rulings thus far in this litigation, the District Court has determined that: (a) eligibility for ICF/MR services does not suffice to establish an entitlement to HCB waiver services and (b) Medicaid law in fact does require services to be furnished with reasonable promptness. In December 2000, the Court granted the state’s motion for a summary judgment to deny the plaintiff’s ADA claims. The plaintiffs had claimed that the ADA requires that, if a state makes MCB waiver services available to some individuals with disabilities, it must furnish such services to all similarly situated individuals. The Court ruled that the ADA is not a basis for ordering a state to increase its limit on the number of individuals who may receive HCB waiver services because such an order would require the state to make a “fundamental alteration” in its services. The Court also ruled on three other motions.

The plaintiffs have indicated that they intend to raise two additional issues: (a) that current HCBS waiver participants are not receiving all services to which they are entitled and (b) persons who are eligible for ICF/MR services have not received them with reasonable promptness.

At present, the court has ruled that the agreed upon settlement should not stand. Litigation is expected to continue in the fall of 2003.

**2002**

**Engrossed Substitute Senate Bill (ESSB) 6387**

The social security Administration (SSA) administers the State’s Mandatory State Supplementary program. The payment amount is determined by the Minimum Income Level (MIL) established at the time of the conversion in December 1973.

Beginning July 2002, pursuant to Engrossed Substitute Senate Bill (ESSB) 6387, the State Administered its Optional State Supplementary Payments (SSP) for Blind, Aged or Disabled individuals eligible for services from the Division of Developmental Disabilities (DDD). SSA continues to administer the Optional State Supplementary Payments for Blind, Aged or Disabled individuals with an ineligible spouse. This plan applies only to those Blind, Aged or Disabled individuals eligible for services from the Division of Developmental Disabilities. The plan for individuals with an ineligible spouse is separate and is managed by the Economic Services Administration of the Department of Social and Health Services.

As of June 25, 2002, the eligibility criteria for the Developmental Disabilities State Supplementary Payment program are as follows:

- Be a client of DDD AND
- Be eligible to receive a Supplemental Security Income (SSI) payment, AND
- Must have received a state-only funded DDD service (Residential, Voluntary Placement, Family Support or High School Transition (employment or other day program) in the prior year and still be in need of this service.

The amount of money available in each client's SSP will vary according to the service or support need of the individual. The exact amount will be determined by DDD, but it will be based on the prior year's expenditures for the state service needed by the SSP recipient.

For persons receiving Residential, Voluntary Placement, or High School Transition Programs, SSP payments will be based on the amount of state dollars paid for the service(s) in the prior year, as adjusted for rate increase or decreases in the current year. A client will be required to demonstrate his or her continued purchase of needed residential, voluntary placement or employment or day program services in order to continue to receive SSP. Funds for employment or day program services must be spent on county contracted services.

The federal government did not support part of this method of payment. Funds for employment and day program services were removed from SSP and now fall under state regulations.

**2004**

### **Fircrest Downsizing and RHC Consolidation Alternative – Closure Plan**

#### **Background:**

In the last 30 years, the focus of services addressing the needs of individuals with developmental disabilities has shifted from institutional settings to community based settings. The change in focus is reflected by the growth of the community segment of the program serving individuals with developmental disabilities from 1994 to 2003. Fircrest and Region 4 have pursued a community discharge process both before and after the 1999 U.S. Supreme Court decision known as Olmstead. The trend since 1994 has resulted in a declining census at Fircrest. This biennium, the Washington State Legislature directed DSHS to downsize Fircrest further and to consolidate vacancies across all Residential habilitation Centers (RHC).

#### **Closure Plan**

A closure option has been developed for Fircrest residents. The plan for implementing this option, if it is selected by the Legislature, has four phases:

- 1) Planning activities from July 2005 to December 2005;
- 2) Close cottages at the rate of 3 every 4 months beginning in January 2006 and ending in March 2007;
- 3) Facility closure activities from April 2007 to June 2007; and,
- 4) Property caretaking from July 2007 until property is put to an alternative use.

Clients would be transferred to one of the other RHCs or to a community placement option.

Supports would be provided to clients, parents/guardians, and employees during the transition to closure.

**Placement of Fircrest Residents**

Under this option, the estimated 204 residents of Fircrest, 96 ICF/MR and 108 Nursing, would be moved into either:

- Cottages at Lakeland Village, Rainier, or Yakima Valley,
- DDD Supported Living Programs, or
- Programs that can meet the nursing needs of residents, e.g. Adult Family Homes and/or Nursing Homes.

**DDD Clients**

**Changes from 1994 to 2003**

	<b>1994</b>	<b>2003</b>	<b>% Change</b>
Total	20,163	32,360	60%
Community	18,834	31,354	66%
RHC	1,329	1,006	(24%)
Fircrest	390	256	(34.4%)

NOTE: As a result of Legislative downsizing in The current biennium, Fircrest should reach a Census of around 190 residents.

**2004**

**Division of Developmental Disabilities Waiver Plan**

**Background and Status of Previous Waiver (CAP)**

The centers for Medicare and Medicaid Services (CMS) 2002 review of the Division’s Community Alternatives Program (CAP) waiver raised a variety of issues concerning management and operation of the waiver. CMS was concerned that:

- Waiver recipients were being denied access to needed services based on funding limitations; and
- People were placed on the waiver to obtain state plan services. This concerns waiver enrollees who are at 300 percent of the Federal Poverty Level (FPL) and who require state plan Medicaid Personal Care services but use no waiver service.

The CAP waiver ended March 31, 2004. Effective April 1, 2004, the Department began offering services under the four new waivers described below.

**Four New Home and Community Based (HCBS) Waivers**

To address the issues cited by CMS, the Department will offer services under four targeted waivers – *Basic, Basic Plus, Core and Community Protection* – each with specific limits on benefits, services and enrollees.

- Personal care will be offered as a waiver service to enrollees in lieu of state plan Medicaid Personal Care

- Current enrollees were initially placed on one of the four waivers based on their level of service use in the prior CAP waiver.
- All of the waivers are at capacity enrollment.

2004

**County Services for Working Age Adults Policy**

Washington has had much success in providing supported employment services to assist individuals with developmental disabilities in becoming gainfully employed. Gainful employment results in individuals with developmental disabilities earning typical wages and becoming less dependent on service systems. In addition, employment provides the rest of the community with the opportunity to experience the capabilities and contributions made by individuals with developmental disabilities.

In December 2000, the Division of Developmental Disabilities (DDD) submitted the *Strategies for the Future Long-Range Plan Phase II Report* to the Washington State Legislature. This report includes the recommendations of the Stakeholder Workgroup regarding adult employment and day program services. The Stakeholder Workgroup recommended persons of working age should be gainfully employed, participating and contributing to community life, using a variety of strategies to reach this status in the community. Specifically, the report states:

“Pathways to Employment: Each individual will be supported to pursue his or her own unique path to work, a career, or his or her contribution to /participation in community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment.”

This policy establishes employment supports as the primary use of employment/day program funds for working age adults. The policy establishes guidelines for Case Resource Managers (CRM) and Counties to follow when authorizing and offering services to working age adults, ages 21 to 62.

**Policy:**

- A. Supports to pursue and maintain gainful employment in integrated settings in the community shall be the primary service option for working age adults. CRMs, in conjunction with County staff, will provide each DDD enrolled individual with information about the policy and be available to answer questions to assist individuals to understand the policy.
- B. Counties will develop and make available services that offer support for individuals to pursue or maintain gainful employment, including support and technical assistance to achieve integrated employment outcomes.

DDD Field Services staff shall authorize services to working age adults that support the individual to pursue and maintain integrated, gainful employment. Services for persons under the age of 62 that do not emphasize the pursuit or maintenance of employment in integrated settings can be authorized only by exception to policy. Adults approaching retirement age, or over the age of 62, will continue to have the option of receiving support to pursue and maintain gainful employment

**2005**      **Caring for Washington Individuals with Autism Task Force**

The Caring for Washington Individuals with Autism Task Force was created by Senate Bill 5311 during the 2005 Legislative Session to study and make recommendations to the legislature regarding the growing incidence of autism and ways to improve the delivery and coordination of autism services in the state. The Department of Health is the lead agency in providing staff for the work of the task force. The final report and recommendations on how to best prevent, identify, treat, and accommodate the needs of individuals with autism and their families has been completed and submitted to the Governor and the 2007 State Legislature.

**2005**      **Money Follows the Person**

Money Follows the Person passed as part of the Deficit Reduction Act (DRA) of 2005, the Money Follows the Person Rebalancing Demonstration Grant assists States in their efforts to reduce their reliance on institutional care while developing community-based long-term care opportunities, enabling people with disabilities and senior citizens to fully participate in their communities. The Congressional Budget Office estimates that the \$1.75 Billion in funding for MFP may assist as many as 100,000 people to return to the community!

Under MFP, to be implemented on January 1, 2007, the federal government will pay for 75% to 88% of the associated long-term cost of transitioning individuals out of nursing homes and into community settings.

Although Washington State was awarded one of the first grants, it will be primarily used for people who are in the Aging and Adult Services System.

**2006**      **IDEA Regulations Announced**

New IDEA regulations were announced Part B of the Individuals with Disabilities Education Act. The final regulations further the president's goal that no child including each and every one of America's many students with disabilities is left behind, by aligning the regulations with the NO Child Left Behind Act, there is a new focus on ensuring that students with disabilities are held to high expectations.

**2007**      **Autism Task Force 2007 Report to Governor and Legislature**

The Autism Task Force has completed its' report detailing development of implementation plans including cost estimates for its' top priority recommendations. From the time the legislature brought the task force together in mid- July, they had 3 ½ months to choose and detail several issues. Included in the legislative proviso was the creation of a Washington State Guidebook on Autism, which is in work process at the present time and is to be completed by June 30, 2008.

**2009**      **Children's Intensive In-Home Behavior Supports Program**

This bill passed by the 2009 Legislature creates a program for 100 children with intense behavior needs. It provides supports and services with the goal of avoiding disruption to families and the need for out of home placement.

**Consolidation of Residential Habilitation Centers**

As the request for services in Residential Habilitation Centers (RHC) has continued to decline, there has been continued pressure to consolidate the five institutions that remain in Washington State. In the last 10 years there have been 37 studies of RHC's, the last one completed in 2009 recommending consolidation and closure and a schedule to accomplish that. The 2011 Legislature did change the number of RHCs in Washington State. One will close by December 31, 2011. People currently living there will be given the choice of moving to a community residential placement, a state operated residential placement, or one of three remaining institutions. The second facility impacted will no longer be taking admissions except for respite care. When that facility reaches a census of 16, it will be converted into 2 state operated living alternatives on the current property. The 2011 Legislature also stops the admission of children under the age of 16 into state Residential Habilitation Centers. Young people 16-21 may be placed there for short term crisis stays, but no permanent admission.

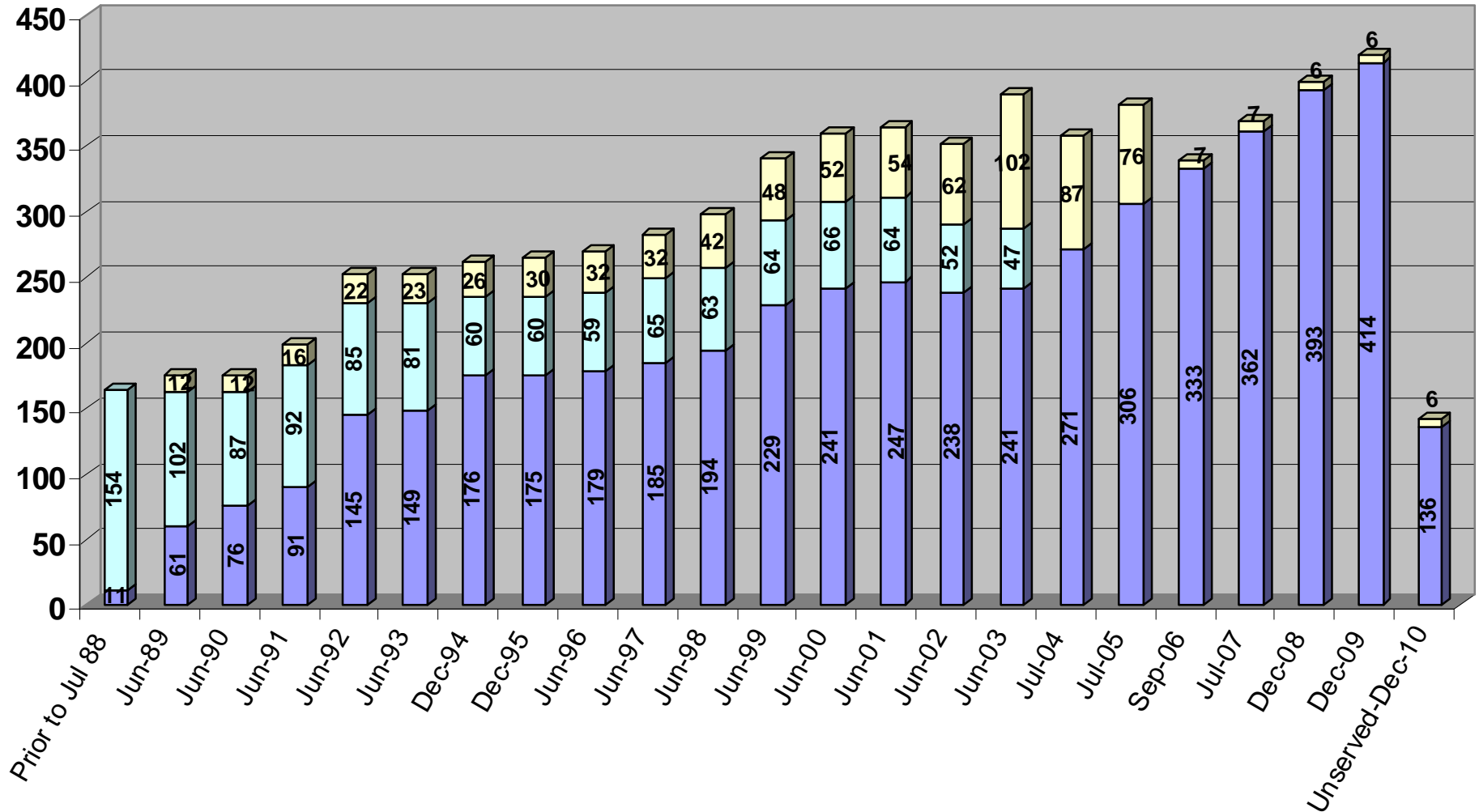
**Employment and Day Program Change**

Three major changes were made to the Employment and Day Program system which in Washington State is administered jointly by counties and the state. They are as follows:

- 1) Adult Day Health will become a COPES waiver option. This would mean that many families would have to choose whether to be on a Developmental Disabilities Waiver or an Aging and Disability Services Waiver. About 60% of the individuals who have developmental disabilities and who are receiving Adult Day Health are unserved by county programs. It is not clear whether they would like to have county employment and day program services or not since waiting lists for employment services are long and young people exiting the public school system have been the priority for over 10 years.
- 2) For people with developmental disabilities, after nine months of participation in employment supports, individuals will be offered the option of continuing employment or receiving community access services. This is a dramatic departure from the Working Age Adult Policy which has been in effect since 2004. A statewide work group is being appointed to develop enhancements to the current Community Access program. Individuals will always have the opportunity to return to employment services if they desired.
- 3) An additional workgroup was mandated to explore the development of an adult day care option. This policy decision explores setting up programs that have not been supported in Washington State since before 1982. It would allow for the congregating and segregating of individuals much like the RHCs. These potential changes come at a time when funding for employment and day programs is further reduced.

# Specialized Adult Day Program Trends

■ Supported Employment 
 ■ Specialized Industries 
 ■ Community Access



## CLARK COUNTY - EMPLOYMENT TRENDS 1985 - 2010

NUMBER OF SERVICE PROVIDERS																				
	1985	1991	1992	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Supported Employment</b>	0	6	6	7	6-8	5-6	7	7	7	7	8	9	10	9	9	11	8	7-8	7	7
<b>Specialized Industries</b>	4	2	1-2	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0

NUMBER OF PEOPLE SERVED																					
	1985	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Supported Employment</b>	0	96	145	149	176	175	185	206	206	229	241	251	238	241	271	306	333	362	393	414	437
<b>Specialized Industries</b>	168	90	85	81	60	60	65	63	65	64	64	60	52	47	0	0	0	0	0	0	0
<b>Employer Supported</b>	0	13	20	20+	25+	30+	36+	36+	36+	36+	36+	36+	36	36	46	46	46	46	*	*	*
<b>TOTAL</b>	168	199	250	250	261	239	286	305	307	329	341	347	326	324	317	352	379	408	393	414	437
<i>* Unknown</i>																					

AVERAGE MONTHLY WAGES																					
	1985	1991	1992	1993	1995	1996	1997	1998	1999	2000	2002	2003	2004	2005	2006	2007	2008	2009	2010		
<b>Individual Supported Employment</b>	\$0	\$417	\$440	\$433	\$445	\$433	\$442	\$476	\$605	\$610	\$673	\$657	\$660	\$628	\$552	\$576	\$601	\$679	\$676		
<b>Group Supported Employment</b>	\$0	\$267	\$259	\$213	\$213	\$257	\$257	\$270	\$299	\$306	\$330	\$331	\$362	\$420	\$443	\$450	\$410	\$399	\$333		
<b>Specialized Industries**</b>	\$22	\$54	\$71	\$63	\$71	\$83	\$84	\$73	\$87	\$88	\$79	\$94	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<i>**This service closed 6/30/04.</i>																					